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ABSTRACT

In the fall of 1978, field visits--involving facility tours and interviews with administrators, school and library personnel, and patients--were made to institutions run by the Maryland Department of Health and Mental Hygiene. This department includes the Aged and Chronically Ill, the Juvenile Services, the Mental Hygiene, and the Mental Retardation Administrations. A survey of representative staff members in all administrations was also conducted by written questionnaire. The need for substantial improvements in institutional library services for both staff and residents was noted at most institutions visited. This report describes standards for institutional library services, study methodology and background, and summary findings for each institution. Four alternatives for providing Maryland institutional library services are also described. It is recommended that adequate professional library services, integration of library services at each institution, and trained library staff and volunteers be provided; that the role of the departmental library coordinator be broadened; and that funding for library operations be a budget line item. Further recommendations are made regarding library organization, funding, administration, facilities, staff, and services, and a discussion of implementation costs is provided. Appendices present, on sample forms, a summary of interview and questionnaire responses. (ESR)

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NEEDS ASSESSMENT STUDY
OF INSTITUTIONAL LIBRARY SERVICES
IN THE MARYLAND STATE DEPARTMENT
OF HEALTH AND MENTAL HYGIENE

Submitted to:

Maryland State Department of Health
and Mental Hygiene
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June 1980

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Department of Health and Mental Hygiene

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FOREWORD

This study of institutional library services was prepared by King Research, Inc. for the Maryland State Department of Health and Mental Hygiene. The study was undertaken primarily because of the changes, both in this Department and the library profession, that have occurred since the last survey of the Department's institutional libraries, which was included in "A Plan for Library Services in the Maryland Department of Health and Mental Hygiene," prepared by Social Educational Research and Development, Inc., June 1970.

For the past three years the Department has placed a high priority on improving community-based continuum-of-care services, and increasing the number of patients who can be "mainstreamed" or returned to a family or community setting. This major focus of deinstitutionalization/normalization for hospitalized patients has resulted in significant changes in rehabilitation treatment programs within the State institutions. In addition, libraries, which have a mandated responsibility to meet the information needs of all individuals, are now offering more services and programs for handicapped persons throughout the State; these services effectively reach more people because of an existing network of public, academic, and special libraries within Maryland.

These changes necessitated the assessment of current institutional library services, so that the Department could assure the provision of quality library services to its institutional residents and staffs. The study analyzes the existing library facilities, services, and programs for residents and for professional and non-professional staff in the institutions of the four administrations within the Department of Health and Mental Hygiene:

The Aged and Chronically Ill Administration
The Juvenile Services Administration
The Mental Hygiene Administration
The Mental Retardation Administration

Study findings form the basis for the recommendations and alternatives proposed by King Research, Inc., and will assist the Department in developing short and long range plans for institutional library services.

I would like to thank Marcia Bellassai and Vernon Palmour of King Research, Inc. for the tremendous time and effort they and their staff have expended during the past two years. In addition, I would like to thank the Advisory Planning Committee for the time and assistance they gave the consultants in getting a better understanding of their particular clients' needs. Thanks are also extended to Anne Panos, Occupational Therapist, who represented Edward Phoebus, Director of Deer's Head Center.

Finally, I would like to thank all of the residents of the institutions who participated in the study, and the following institutional staff members who met with the counsultants to give them a better understanding of the residents, the environment, and the current library services in their institutions, as well as the potentials for library services to their varied clientele:

Aged and Chronically Ill Administration

Deer's Head Center:
Edward Phoebus, Director
Habbart Dean, Business Manager
Ann Panos, Occupational Therapist
Lelah McKenzie, Volunteer Coordinator

Montebello Center:
Solomon Gladstein, Director
Eugene Jenkins, Business Manager
Madeleine Wirth, Volunteer Coordinator
Fred Carter, Patient Volunteer in Library

Mt. Wilson:
Joseph Lilli, Superintendent
Dr. George Tutaj, Nursing Home Administrator
Helene Jeng, Librarian

Western Maryland Center:
Roy Lint, Assistant Superintendent
Lois Bayer, Volunteer Coordinator

Juvenile Services Administration

Boys' Forestry Camps:
Robert Wolford, Superintendant
Chester Bullard, Principal
Glen Clayton, Media Specialist

Maryland Training School:
Sherman Brett, Assistant Superintendent
Earl Mello, Principal

Montrose School:
Leonard Gmeiner, Superintendent
Alice Gibson, Principal
William Grant-Alexander, Teacher/Librarian

Waxter Center:
James Mizelle, Superintendent, Maryland Children's Center
James Thomas, Librarian, Maryland Children's Center
James Hughes, Maryland Children's Center
Leona King, Teacher/Librarian, Waxter Center

Mental Hygiene Administration

Clifton T. Perkins Center:
Dr. Jay LeBow, Superintendent
Lynn Groves, Nursing Education
Edward Bush, Teacher/Librarian

Crownsville Center:
Dr. Luis Flores, Superintendent
Eloise Richardson, Therapist/Librarian

Eastern Shore Center:
Dr. Harold English, Superintendent
William Tubman, Jr., Director of Therapy
Estella Clendaniel, Staff Librarian

Regional Institute for Children and Adolescents:
Dr. Norma Hauserman, Superintendent
Edward Ball, Principal
Dolores Brooks, Librarian

Springfield Center:
Martin McNair, Principal
Jackie Arrington, School Librarian
Betty Jaffee, Patient Librarian
Frances Dunlap, Director, Rehabilitation Therapy

Spring Grove Center:
Dr. John Hamilton, Superintendent
Sandra Wilmer, Librarian
Stanley Redwood, Coordinator, Patient Education Services
Rosabelle Lewis, Principal

Mental Retardation Administration

Great Oaks Center: Clifford Lockyer, Superintendent
Stuart Poltilove, Principal

Henryton Center: Margaret Spangler, Program Director
Barbara Hayes, Teacher/Librarian
Naomi Finch, Therapist/Librarian

Holly Center: Dr. Philip Massey, Superintendent
Dr. Frank Gibson, Program Administrator
Peter Yanker, Principal

Rosewood Center: Dr. Marvin Malcotti, Superintendent
Dr. Jerome Brahlek, Program Director
Mayer Katz, Principal
Thelma Newton, School Librarian
June Boardman, Staff Librarian

Mary Louise Daneri
Project Director

INTRODUCTION

The rights of individuals in a democratic society have received increasing attention in recent decades. This emphasis has had profound impact on the care and treatment of those individuals residing in institutions. Among the resident or patient rights propounded has been the right of institutionalized individuals to the same quality of library service available to other citizens of the community.

Within the institutional setting, patients/residents need as much opportunity as possible to function normally, and institutions have the obligation to provide mechanisms which encourage whatever normal activities the patient/resident can handle. The library is one of the institutional services which can uphold this function; in addition, well chosen materials and services can provide therapeutic support to the institutional mission. The good institutional library thus serves both the functions of the institution and the individual needs of the patient residing there.

Standards for Institutional Library Services

Professional Library Services. The Accreditation Manual for Hospitals (1980)[1] provides that the basic professional library services for staff in these institutions should include the following:

1. Reference service - The ability to suggest references and sources of information, as well as the ability to find facts, within a reasonable period of time.

2. Document delivery service - The ability to respond to a reasonable request, either to produce published matter from the library's own collection, or to acquire it from source libraries. Procedures should be developed for lending library materials, for accurately controlling loans, and for filling photo-reproduction requests.

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[1] Joint Commission on Accreditation of Hospitals. The Accreditation Manual for Hospitals, 1980.

3. Audiovisual service - The ability to provide audiovisual material and equipment.

In addition, professional libraries should establish regular and convenient hours of services, so that staff may have prompt access to current materials. Facilities providing extensive library services should have a professional librarian.

Resident/Patient Libraries. The purpose of institutional library service, as defined in 1970 American Library Association standards for services in health care institutions,[2] is to provide and make accessible adequate recreational, therapeutic, and educational library materials to patients of all ages, which will assist in their rehabilitation or adjustment to their illness and/or handicapping conditions.

Functions of these institutional libraries should include:

1. To serve as a communications and information center for the complete therapeutic program.

2. To provide a therapeutic milieu, with environmental appeal and atmosphere created by a total library setting.

3. To provide a competent library staff, trained in the development of library programs for maximum use of materials and personnel.

4. To provide educational, vocational, and professional information for staff and residents/patients.

5. To provide reading background materials for the development of desirable social attitudes.

6. To promote reading as a satisfying leisure time activity.

7. To provide needed non-print materials and the equipment necessary to utilize them.

8. To promote library usage as a strong positive factor in developing a lifestyle which enables a person to integrate the most suitable elements of his/her total environment.

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[2] Phinney, Eleanor, Ed. The Librarian and the Patient. American Library Association Chicago, 1977.

9. To aid residents/patients in developing the necessary library skills for best utilization of materials and services.

10. To provide necessary health care education to the patient, the family, and in some cases, to the community.

The library's goal for patients/residents are response, involvement, and learning at each patient's own level. For the aging, reading and contact with ideas can function as a valuable substitute for gradually diminishing social contacts, while for the mentally retarded and those under psychiatric care, the library can provide a lively stimulus. For patients returning to the mainstream, the library supports both the maintenance of current awareness and an identification with normal non-institutional behavior.

War-time experience of the American Library Association in military hospitals has demonstrated that reading has a positive relationship to morale and recovery. The generally low educational level of patients/residents in institutions, however, suggests that if reading is to be encouraged as therapy and stimulus, the library must also concern itself with aiding the development and improvement of reading skills.

General Institutional Library Services

Services to be provided by the institutional library should encompass the normal public and school (where relevant) library functions, in addition to supporting the therapeutic programs of the institution. Collections should be relevant to the specific population to be served and should meet the educational, informational, and recreational needs of both staff and patients. Wherever possible, all library functions at the institution, such as professional library, school library/media center, and patients' library, should be combined under a single director, and housed together where feasible. Several useful purposes are served by this combination or coordination: staff use of facilities will develop familiarity with collections and services available to patients, and aid in promoting patient/resident use of the library; collections and services of the components will be complementary; and improved utilization of the limited library staff should result.

Specific library services which should be found in appropriate institutions include:

1. Patient and staff orientation to library materials and services.

2. Collections chosen to meet the specific needs of patients and staff.

3. Reader's advisory services, which promote and encourage the use of appropriate library materials.

4. Reading guidance, including bibliotherapy.

5. Programs aiding the development or improvement of reading skills.

6. Programs developing needed skills for use of library materials and services.

7. Reference services, including support for institutional therapy programs.

8. Collection and reference support for educational programs for all age groups.

9. Health education support services.

10. Outreach services for those patients/residents unable to visit the library.

11. Group activities or services.

12. A show case for products of occupational or activity therapy programs, where relevant.

13. Field trips or other experiential activities.

The need for health education services for patients (item 9 on the previous page) is considered a categorical imperative. The patient library should be a vital part of any institution-wide health education program and support all patient health education activities. Such programs should include not only normal health maintenance information, identification and understanding of specific health problems, and treatment programs designed by physicians for specific patients, but should include comprehensive programming and collections in such areas as drugs and alcoholism where appropriate. The health education information and materials should also serve as a resource for staff use and should include a continual search of current literature for new information items and research about health education methods. The selection and provision of appropriate materials and services should be coordinated with health care supervisors.

Regular group activities (item 11 on the previous page) oriented to patients' interests and needs should be developed and provided on a regular schedule. Such programs should be coordinated with those of activity and other therapists, and may include those designed to reinforce regular therapy programs as well as to provide for enjoyment and socialization. Programming will vary substantially according to the group served, and should utilize all types of library materials, print and non-print. Reading and discussion groups should encourage non-readers to read and develop closer contact with the outside world. These group activities are most beneficial to stroke patients, adults and adolescents in psychiatric groups, and alcohol and drug patients.

STUDY BACKGROUND

Nineteen institutions of the four administrations of the Maryland Department of Health and Mental Hygiene were visited during the fall of 1978. They were:

Aged and Chronically Ill Administration

- Deer's Head Center
- Montebello Center
- Mt. Wilson Center
- Western Maryland Center

Juvenile Services Administration

- Boys' Forestry Camps
- Maryland Children's Center*
- Maryland Training School
- Montrose School

Mental Hygiene Administration

- Clifton T. Perkins Hospital Center
- Crownsville Hospital Center
- Eastern Shore Hospital Center
- Regional Institute for Children and Adolescents
- Springfield Hospital Center
- Spring Grove Hospital Center

Mental Retardation Administration

- Great Oaks Center
- Henryton Center
- Holly Center
- Rosewood Center

Libraries at five new institutions (the Alfred D. Noyes Center for the Juvenile Services Administration, the Walter B. Carter and Thomas B. Finan centers of the Mental Hygiene Administration, and Western Maryland I and II of the Mental Retardation Administration) were visited. All of these institutions are developing library programs but were not yet staffed for operation at the time of the visits and interviews.

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*Personnel from the Thomas J. Waxter Children's Center participated in the interview. Maryland Children's Center has since been closed, and the librarian transferred to the Maryland Training School to reactivate the library at that institution.

Visits to the institutions included tours of wards, classrooms, and libraries, as well as interviews with administrators and school and library personnel. Interview topics included the needs of staff and patients/residents for library services, staff concepts of the role of patient/school libraries in supporting the institution mission, how the library is functioning in the institution, staff attitudes toward library services for patients and use of such services in patient therapy programs, evaluation of the quality of staff, library collections, and services, and problems in providing library services. Auxilliary library services, provided by the county library systems were also discussed.

In addition to the field visits, interviews were conducted with a sample of patients in institutions of the Aged and Chronically Ill, Juvenile Services, and Mental Hygiene administrations, over a period of several months in the spring of 1979. A copy of the interview guide with summaries of responses for each administration will be found in the appendices. It should be recognized in viewing the responses, that interviewees do not necessarily represent the total institutional population in all cases, since a substantial number of patients at some institutions were too ill or disturbed to be interviewed. Responses therefore, represent the opinions and desires of that part of the institutional population which might be considered potential library users.

A survey of representative staff members in all administrations was also conducted, by written questionnaire. Respondents include doctors, nurses, administrators, therapists, teachers, direct care personnel, social workers, food and labtory personnel, etc. Summaries of their responses are also provided in the appendices.

Library services have had low priority in most of the institutions of the Maryland Department of Health and Mental Hygiene; in some, no real library services are provided; in all, library services provided are inadequate. Libraries at the institutions are heavily dependent upon volunteers and staff members with other occupational training, such as teachers or therapists. Although most institutions provide some professional materials, many of these collections are unstaffed. Only five professional and six subprofessional librarians are employed in the institutional libraries. The ten full time equivalent non-professionals include teachers, teacher aids' and therapists. Three libraries are staffed by volunteers only, while one institution has no staffed library.

A full time coordinator for institutional library services provides professional advice to those staffing patient and school institutional libraries, and aids in the selection of materials and equipment. The librarian at the Departmental library in Baltimore is available for advice to staff libraries.

Table 1 shows the libraries and staffing patterns in the four administrations.

Table 1

Libraries and Library Staffing, DHMH Administrations

	Administration			
	Aged and Chronically Ill	Juvenile Services	Mental Hygiene	Mental Retardation
Number of institutions visited	4	4	6	4
Number of residents	665	1,180	3,386	1,725
Number of staff members	1,340	615	4,980	2,666
Total library outlets	5	8	11	4
Number of staffed libraries by type				
Staff	1		4	1
Patient	4		4	1
School		4	2	1
Combined staff/school				1
Combined patient/school			1	
Number of unstaffed professional collections	2		1	1
Number with no professional collection	1	4	1	1
Total paid library staff	1	5	11	5
Number of Library staff by category				
Professional librarian	1		3	
Media specialist		1		
Paraprofessional			3	2
Library assistant				1
Teacher		3[a]	1[b]	1
Teacher aide		1	1	
Therapist				1[b]
Libraries staffed with volunteers only	3			
No staffed library				1

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[a] The teacher operating the library at Waxter also has other duties.

[b] Part time supervision

SUMMARY OF FINDINGS

The need for substantial improvements in institutional library services, for both staff and residents was noted at most institutions visited. The lack of state funds for library personnel and materials was considered the primary problem in providing adequate services, although the problems confronted in getting approval for library personnel slots were also noted. Because of these budgetary constraints, most of the libraries are supervised by teachers, teacher's aides, and therapists, not trained librarians.

Opinions as to the importance and functions of library service to patients/residents varied among institutions; administrative personnel at some institutions saw such services as only recreational in nature, with no recognition of a therapeutic or treatment role for library services. In all institutions, the low level of overall institutional funding resulted in a low priority for library funding.

Neither staff nor patients have a high level of awareness of library services available in the institutions; in relatively few cases do current library materials and/or services meet individual needs. Limited hours of service make use of the library difficult or impossible for some potential users; in other cases groups of residents are excluded from use. (For example, some residents of mental retardation institutions are absent during the day at special education classes or sheltered workshops within the community. No library services are available during the periods that they are present in the institution, although they might sometimes more profitably use them as individuals than those in residence full time.

Professional collections seldom adequately meet the needs of ancillary staff, and even in the areas of primary staff concerns, lack currency and depth of collection. Problems of library use are particularly acute where no library staff is available, although in many cases existing staff is handicapped by other primary duties, and lack training in library activities.

In general, libraries in all of the institutions are understaffed and underfunded, with too much dependence on Federal funding for both materials and staff. Library collections are frequently inadequate and obsolete: programming is generally limited, in some cases non-existent. Although the educational level of residents is generally low at all institutions, there are few remedial education opportunities for adult residents, and the libraries sponsor no basic literacy programs. Some libraries do stock small collections of high interest low vocabulary level materials for adults, but relatively little attempt is made to meet needs of non-readers. Direct care staff cooperation in encouraging or assisting library use appears minimal or completely lacking. There are no regular orientation programs for use of library materials and services for residents or staff. Many facilities are cramped, dark and drab.

Current library funding is woefully inadequate to support needed services for staff and patients/residents in all institutions. While it is obvious that a substantial increase in State (institution) funding of libraries would alleviate many of the problems noted, it appears equally unlikely that such substantial increases will be forthcoming in the next few years. If there is to be any improvement in library services, however, broad changes in their provision are essential.

Most of the institutions are now receiving some support from local public library systems, usually in the nature of deposit materials or bookmobile services. Increased cooperation with these systems, as well as better departmental and administration coordination of services are critical to the improvement of services.

Library Services in the Aged and Chronically Ill Administration

Deer's Head (Salisbury), Montebello (Baltimore), and Western Maryland (Hagerstown) are chronic disease centers which provide care for persons requiring constant medical and nursing care by reason of chronic illness or infirmity, or who are suffering from a chronic disability amenable to rehabilitation. These three centers, plus the Mt. Wilson Center which operates the State tuberculosis program, comprise the institutions of the Aged and Chronically Ill Administration.

The State funds libraries at only one of these institutions, Mt. Wilson Center, where one full-time professional librarian operates staff and patient libraries at separate locations. Some consideration is being given to establishment of combined facility. Patient libraries operated by volunteers are provided at Deer's Head, Montebello and Western Maryland. Staff members at Montebello are expected to use the professional library at the adjacent Maryland Rehabilitation Center.

At Western Maryland, staff members have access to a small unstaffed collection of professional materials, primarily journals. No patient library facility was provided at Deer's Head at the time of visits, although a small unstaffed collection of professional materials was available throughout the hospital. A volunteer operated patient library, under the aegis of an occupational therapist, is now in operation.

All four of the institutions were visited and staff and patients were questioned in sample surveys. Almost 70 percent of the staff who completed questionnaires had been employed there for more than three years, and 83 percent had at least some college education. Among patients who were interviewed, 51 percent had been in the institution at least three years, 50 percent were age 55 and over, and 55 percent had completed less than 12 years of school. Almost half of the patients were black, and 54 percent were males.

Free or unstructured time accounted for at least six hours per day on weekdays for 78 percent of patient respondents. Most popular activities during these periods were reading books or magazines, watching TV, or listening to the radio or records. Ninety-one percent of respondents liked to read, and read at least well enough to get by. Almost one-third, however, would like help to read better. Over two-fifths of patients interviewed had visual or physical handicaps which made reading difficult. Most of these were aware of the special materials available, such as talking books, and a high percentage reported that they had used them at the institution. Library records, however, indicated little use of these resources of the State Library for the Blind and Physically Handicapped.

Mysteries, other fiction, and religion were the areas of greatest reading interest. Books were the preferred reading medium (56 percent of patients), followed by magazines (36 percent). In practice, however, magazines appear to be more heavily used. Eight percent of patient respondents noted that they preferred to read newspapers. The institutional library was the most cited source of reading materials. More than three-fifths of the respondents had used public libraries before institutionalization, primarily for acquiring leisure reading materials.

The rank order of programs desired by those interviewed (with the percentage citing) were:

Group record programs	92 percent
Film progrmas	80 percnet
Hobby discussion groups	80 percent
Reading to individual or group	64 percent

Sixty-one percent would also like more information about their illness or disability and 50 percent, more career information.

Four-fifths of the patients were able to visit the library on their own; of those unable to do so, only one-quarter were regularly taken, or had the opportunity to be taken, there. Forty-five percent of patient interviewees preferred on-ward to in-library library services.

About four-fifths of respondents to the staff survey expressed a need for professional materials and information, and almost three-quarters considered the patient library a useful adjunct for work with patients. The spread and frequent contradictions in responses concerning library materials and services indicates a relatively low awareness concerning library services available to staff at the institutions.

Few staff members depend upon local facilities to supply a substantial level of professional or personal library needs, reporting a variety of other sources used for required materials or information. More than half of staff respondents buy at least part of the professional materials required. Only 44 percent of respondents are satisfied with the staff library; inadequacy and lack of currency in materials appears to be the primary cause of dissatisfaction, while staff respondents at Montebello noted the inconvenience of using the library at the Maryland Rehabilitation Center.

Staff use of the patient library was highest at Mt. Wilson, where a professional librarian operates both staff and patient libraries. The needs for more and better materials for patient libraries, particularly for educational materials and special materials dealing with patient problems or care, for improved patient and staff access to patient libraries, and for more equipment for handicapped patients were also noted by staff respondents.

Responses to the patient interviews and staff questionnaire are shown in Appendix A. Table 2 below shows libraries and their staffing patterns at the four institutions.

Table 2

Libraries and Library Staffs, Institutions of the Aged and Chronically Ill Administrations

	Institutions			
	Deer's Head	Montebello	Mt. Wilson	Western Maryland
Number of patients in institution	165	198	181	121
Number of staff members	247	472	332	289
Number of library outlets	1[a]	1	2	1
Types of library services				
Staff library		–[b]	x	
Patient library	x	x	x	x
Unstaffed professional collection	x			x
Total number paid library staff	0	0	1[c]	0
Professional librarian			1	
Number of libraries staffed by volunteers	1	1		1

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[a] Patient library opened after visits; operated by volunteers.

[b] Staff at Montebello are expected to use professional library at adjacent Maryland Rehabilitation Center.

[c] Professional librarian staffs both patient and staff libraries at separate locations.

Deer's Head Center. Deer's Head houses the oldest average age population of any institution of the Maryland Department of Health and Mental Hygiene, with a mean age of 70 years. About 30 of the 184 patients resident at the time of the visit had been there for more than 10 years; another 20 percent were terminally ill. Among the rest of the patients in rehabilitation programs (stroke victims, birth defects, burns, quadra- and para-plegics, etc.) the average stay is reported to range from 3-4 months to one year. A majority of the older patients have a low level of education; younger patients, however, tend to have high school or some years of college.

Because of age and/or illness, many of the patients are too tired at night for any recreational activities. Few patients read books, although some request magazines. About 600-700 magazines are distributed throughout the hospital each month. Book carts are used to transport materials, primarily large print books and picture magazines, to the wards. Although approximately 300-500 records are available, there is only one record player in the library.

No patient library was operating at the time of visits to Deer's Head, although work was progressing on the development of a volunteer operated patient library there. An unmanned collection of professional materials, purchased from institutional funds, was available. At present, selection of professional materials is haphazard, and materials are not well organized. Each department budgets for and requests library materials.

Administrative staff tend to view a patient library as primarily providing recreation, although the need for structured library activities incorporated within schedules was seen. The possibility of incorporating library services in therapies had not been explored. There are no educational programs offered in the institution. Access to research in specific areas, continuing education and training materials, and improved awareness of other library materials and services available are critical unmet staff needs.

Montebello Center. The 185 patients at Montebello are of two kinds: those who are there for rehabilitation (primarily spinal chord injuries) and those who are chronically ill. Most of the rehabilitation patients leave in three to nine months, 90 percent to their homes and 10 percent to nursing homes. Ages in this group start at 17, with most in their 20's through 40's. The chronically ill are substantially older on average, and many are long term; most will stay indefinitely because they have no one to care for them. The educational level of patients, even those in rehabilitation, is not high, which prevents some transfers to vocational rehabilitation. A broad spectrum of educational levels, however, is represented.

Most patients have many hours of idle time, with some younger residents hanging around halls and lobbies waiting for something to happen.

The patient library is staffed by volunteers, and attempts are made to provide some programs as well as materials. Book carts take materials to wards, and hallway racks contain changing collections of magazines and paperbacks.

Many of these materials are soon lost, with a good proportion removed by staff and visitors. A substantial amount of large print material is circulated on ward carts. These ward contacts with the book carts have increased the use of materials in the hospitals.

Students (age 15 and up) working on GED (high school equivalency test) programs use library reference materials. An adult basic education class is also provided. About one-third of the residents read; many others are too sick or too occupied with therapy programs to do so. Programming includes reading to individuals as well as discussion groups. Bookmobile service from Pratt was discontinued some years ago and is not considered necessary.

There is no staff library at Montebello. Staff members are expected to use the library at the adjacent Maryland Rehabilitation Center, where some materials costs are shared by Montebello. There is some feeling that the inconvenience of access is reducing staff use of the available materials. Because of the institutional affiliation with the University of Maryland Medical School, good staff library services are becoming increasingly important. Space for a library is available. If library staff were available, administrators would seek development of a combined staff/patient library.

Mt. Wilson Center. About 260 patients are housed in this facility for the treatment of tuberculosis and chronic respiratory diseases. Of these, 110 are in the Nursing Home unit, where the average age is 75 or over. Two-thirds of these patients are from the mental hospital sector and most have been institutionalized for 20-30 years.

Eighty-five patients are undergoing treatment for tuberculosis (average age 35-40) or have chronic pulmonary diseases (average age 60-65). Another 65 are mentally retarded patients with respiratory disorders, who are served also by the mental retardation facility at Rosewood, where they spend most of their daytime hours on weekdays.

The average educational level is about fifth to seventh grade, although there are also groups of better educated patients. Problems of drugs and alcoholism combined with tuberculosis are treated on one floor of the facility.

The Institution operates staff and patient libraries at separate locations, with one professional librarian running both. About $2500-3000 is budgeted annually for books and subscriptions. Library support for staff and programs is considered fairly adequate, although it was suggested that an audiovisual technician who could centralize, maintain, operate, and circulate AV equipment and materials is needed.

The patient library is considered an integral part of the hospital, but its use is seen as primarily for recreation. Use of the library as a part of therapy for alcoholism is viewed as a possible ancillary service; with additions to the collection on alcoholism and drugs, it could be included in the treatment plan. Such added materials should also be useful in improving staff attitudinal problems regarding alcoholism. A GED (high school equivalency test) program currently offered at the hospital also needs library resource support, particularly for reference materials.

A revolving deposit collection in the library and bookmobile service are provided by the Baltimore County Public Library. Staff members also use both patient library and bookmobile.

Only a small proportion of the residents are served by the patient library; some are too ill to utilize services, others are indifferent. Most patients prefer magazines to books.

Western Maryland Center., About 50 percent of the 136 patients at Western Maryland are age 55 or over, and over half are women. The hospital houses a wide variety of patients including a small percentage of the terminally ill (mostly cancer patients). Many of the patients with spinal chord injuries (para- and quadra-plegics, stab, gunshot, and burn victims) are in their 20-30's, while some children with cerebral palsy or multiple sclerosis are in their teens or under. There are also a number of stroke patients who are usually discharged to their homes or nursing homes in an average of three months. Some continued care chronic disease patients have been resident for 10-12 years.

Tutors are provided from the school system for those children capable of studying. There were no tutorial patients in the hospital at the time of the visits. Although many of the patients are above average in intelligence, illness makes many unable to use library materials. Not many read books, though new magazines are in demand, and some patients borrow records.

The patient library is considered important for recreation and activity therapy. It is manned by volunteers, and development of its potential is hindered by lack of trained staff. At present the library is not included in therapy programs. A bookmobile visits the library once a month.

Although the institution maintains a small collection of professional materials (mostly journals) with an average annual materials expenditure of about $400-500, materials are not adequate or organized, and staff must depend upon a number of other sources for their needs. Administrators consider a good librarian to be worth the weight in gold, but admit that other personnel priorities prevent the hiring of one.

Most Important Problem Areas. Although collections are generally inadequate, and frequently contain substantial levels of obsolete materials, the most important problem in patient libraries for the aged and chronically ill is the lack of paid staff at three of the four institutions. At Mt. Wilson, where a professional librarian is employed, the location of patient and staff collections at separated locations reduces the efficiency of service; an integrated staff/patient facility would provide better utilization of both the librarian and materials.

Lack of staff libraries within three of the facilities constrains use of the limited professional materials available. Many of the staff at Montebello do not use the adjacent MRC library because of the inconvenience of going next door. It would appear that supplying basic staff reference materials and most used current journals through a combined patient/staff library would greatly improve continuing education of staff members at all three institutions.

For the most part, the real contribution to patient therapy possible through proper integration of library services is ignored. The lack of properly trained library staff capable of providing staff orientation to therapy possibilities, as well as the necessary coordination and programming, hinders this development. Hours of library service are generally inadequate for patients and staff, and some provision for improved access and programming, particularly on weekends, is necessary.

Public library bookmobile services are provided at only two of the institutions. Better coordination with the appropriate library systems could also aid in the improvement in library services at all centers.

Library Services in the Juvenile Services Administration

Currently operating juvenile services institutions include:

Boys' Forestry Camps, Cumberland
Maryland Training School, Baltimore
Montrose School, Reisterstown
Alfred D. Noyes Center, Rockville
Thomas J. Waxter Center, Laurel

Neither the Noyes Center, where a school library is being developed, nor the Waxter Center, were visited. Library staff and administrators from the Waxter Center joined in discussions during the visit to the now defunct Maryland Children's Center, Baltimore. Resident interviews and staff questionnaires were also completed at Waxter, but not at Noyes. There are special problems in providing meaningful library services at the Noyes and Waxter Centers, because of the very short length of stay in detention. The maximum period of detention is 21 days, with an average stay of 14 days. The largest part of the other juveniles surveyed had been institutionalized from one to six months.

All of the juvenile services institutions have or are developing school libraries, which, in addition to providing curriculum support, must also serve the personal and recreational needs of a confined population. Reading problems are common, and the imbalance between reading abilities and age make proper collection development especially important.

Substantially more funds per capita are expended for library services at juvenile institutions, than at any other of the DHMH administrations. The proportion of federal support is also highest here, because of eligibility for educational library funds (ESEA) as well as general library grants (LSCA). Nevertheless, library services are a step-child in the institutions, with funding priorities very low. Budget requests for libraries are generally cut, since basic care items absorb the bulk of the overall low institutional funding. It would appear unlikely that juvenile services funding of libraries will improve unless such funds are earmarked for library use.

Although juveniles, with their heavily structured schedules generally have less free time on weekdays than most institutional residents, they are also more likely to require evening activities since they do not suffer the tiredness of the ill. Residents at the two detention centers generally have a substantial amount of idle time between evaluation tests. Weekends are also periods of idle time since only one-third of respondents reported weekend paroles.

Most juveniles (93 percent) reported liking to read, and 91 percent indicated that they read well enough to get by. Nevertheless, almost two-thirds of respondents in juvenile services institutions were interested in individual help to read better, a substantially greater percentage than indicated interest among other institutionalized. Discussions with principals of juvenile institution education programs indicate that students studying there under individual educational plans have been making rapid progress in reading level attainment.

While slightly over half of juveniles find books their preferred medium for reading, 41 percent preferred popular magazines, and five percent, newspapers. Sports related materials (70 percent citing) received the top vote for content, followed by:

Vocational training materials	55 percent citing
Mysteries	55 percent
Romances	49 percent
Science fiction	39 percent
Other fiction	39 percent

Slightly over half of residents borrowed their reading materials from the school library, while almost half also used other sources, primarily materials in living units. Film programs (97 percent citing) were the most popular among the selected types of programs suggested, with rank order of other program preferences as follows:

Record programs	85 percent
Hobby discussion groups	82 percent
Reading aloud (individual or group)	55 percent

Eighty-six percent of respondents wanted career information, materials, and programs. Although 92 percent of those who had access to library services used them, problems of access were important to residents, both in terms of hours of operation and of permission to use the facility. Most (91 percent) of respondents wanted weekend and holiday access to the library or library programs. Only a few respondents were interested in having library services brought to the living unit.

Dissatisfaction with library services was expressed by almost one-third of respondents. Although inadequate materials was cited, the primary reason for lack of satisfaction appeared to be the lack of services or the limitation on opportunities to visit the library. More than half of juvenile residents would like to have more library services provided, with strong emphasis on extended library hours and frequent opportunities to visit the library.

Bookmobile service provided the only library services for residents at the Maryland Training School at the time of visits, and this service was well used even by non-readers, who sometimes borrowed books for status rather than for reading. (Since that time the library has been reactivated.) Bookmobile service is provided to all of the juvenile institutions by the local county public library system. Residents at the Boys' Forestry Camps are also permitted to use local library services when they are in town.

None of the juvenile services institutions provided staff libraries, although a few staff materials were sometimes available through the school library, or at various locations in the institution. Public libraries in the community provided the single most used source of materials, while one-third of staff respondents also reported purchasing their own materials.

Almost two-fifths of staff members were not familiar with the school library (primarily at Maryland Training School where library was not operational, and at Montrose School). School library materials, programs, staff, and hours were considered most adequate by staff at the Boys' Forestry Camps, which employs a media specialist, and least satisfactory at Waxter where substantial inadequacies in all elements were cited. Staff respondents also noted the need for more student access to library services, as well as the need for better collections.

Almost two-thirds of staff respondents used the school libraries for personal needs, and more than two-thirds used the bookmobile service. Neither resource, however, was considered adequate to meet these needs by many staff respondents.

Discussions have been underway for some years regarding transfer of school activities (and the school libraries) to the jurisdiction of the local educational authorities. With the possibility of such a transfer remaining unresolved, there appears to be little interest in making substantial changes in library funding or operation.

Table 3 shows the libraries and library staffs at four juvenile services institutions. Survey responses are summarized in Appendix B.

Table 3

Libraries and Library Staffs,
Institutions of the Juvenile Services Administration

	Institution			
	Boys' Forestry Camps	Maryland Training School	Montrose School	Waxter Center
Number of residents in institution	174	516	458	32
Number of total staff	81	267	230	37
Number of library outlets	4	1	2	1
Types of library services provided				
School library	x	x	x	x
No professional collection	x	x	x	x
Total paid library staff	1	1	2	1
Category of library staff				
Media specialist	x			
Teacher		x	x	x[b]
Teacher aide			x[a]	

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[a] Paid from ESEA (Title I) funds.

[b] Also has other duties.

Boys' Forestry Camps. Four camps in the Cumberland area house about 35 youths each. Ages range from 15.5 to 19 with the average age 16.3. Commitment periods are indefinite but seldom last over one year. The average stay is 6-7 months. There is a wide range of personality and behavior patterns among residents, and educational levels vary from 17 years olds on a second grade level to a few residents enrolled in the local community college.

Boys spend one-half of the day in school, and the other half in camp duties or working on group contract jobs such as digging potatoes, picking apples, or working on State forestry land activities. In general, school advancement under the individual education plan, which tailors programs to individual needs, averages about 2-1/2 months progress for every month of school.

A basic reference collection and general reading materials are provided at each camp. All audiovisual materials and equipment are stored at one camp and provided to individual camps on request. A list of available materials is supplied to each library. Although the main role of the libraries is to support the educational mission, the Kentucky GED (high school equivalency test) tapes are available upon request, and all facilities have AV career guidance materials. Some leisure reading materials are available in the dormitories.

A school media specialist supervises the four libraries, while local teachers monitor the use of materials.

Library problem areas include the need for more and better space in facilities, and overdependence on federal funding. There is no State money budgeted for materials or supplies, and the Media Specialist position is currently paid from Federal monies (ESEA, Title I).

Library services currently provided are considered fairly adequate for the average resident stay.

Maryland Training School for Boys. About 300 boys are confined at the Maryland Training School for Boys near Baltimore. Ages at the school range from 16 to 18, and school levels range from Kindergarten to 12th grade. Most residents are about three grade levels below average, and many have reading problems. As in the other juvenile institutions, school programs are highly individualized to meet specific needs and deficiencies. Audiovisual materials are in heavy use.

Although the administration strongly supports a good library program as an integrated part of the school, the library had been closed for some time when the visits were made, because of lack of staff. Some of the money allocated for library materials continued to be spent, with materials distributed among classrooms. A pleasant facility housed the remaining collection, but was kept locked and made available only to teachers on request. Much of this material was obsolete and the collection required weeding.

The Baltimore County Public Library Merrymobile provides public library materials services to residents and staff. Students visit this mobile service on a regular time schedule. Paperback books, many of them gifts, are available in the cottages, and additional paperbacks provided by Project Read, are distributed by the teachers.

No professional library services were available for staff at the time of visits. Some budgeted funds were allocated to professional staff for purchase of materials for individual use. Staff would like a professional corner in the school library when staffing permits re-opening of the facility.

With the closing of the Maryland Children's Center, the teacher/librarian assigned there was transferred to the Maryland Training School, and the library has now been re-opened.

Montrose School. Two separate facilities are included in the Montrose School. Field is a coeducational school serving 65-70 girls (the entire female population, ages 11-17) and 110 boys 14 and over. Boys aged 14 and under are served by the Gill unit. Although there is a wide range in abilities, most residents are 2-5 years below grade level, and many lack adequate reading skills. Students spend 5 1/2 hours per day in school, followed by organized recreation activities. Each group of about 15 residents also spends about one hour per day in group discussions.

The School library, operated by a teacher, is located in Field, with a branch in Gill which is operated by a teacher aide. Audiovisual materials may be checked out for class use only or used in the library. Students make class visits to the library, or may make group visits after recreation periods. Individuals may make library visits on pass.

Because of the low reading levels, the library needs more high interest low vocabulary level materials, both books and magazines. Some career materials are available, but the collection needs development, and vocational training materials are wanted. In general, the collections are considered inadequate, and additional staff to provide increased hours of operation, and a larger and better designed facility are also needed. No library programs are currently provided, although the importance of programming to students was noted on survey questionnaires.

At present, the school is highly dependent upon public library support. Bookmobile service from the Baltimore County Public Library Merrymobile provides most of the leisure reading materials. Bookmobile visits are monthly and student use is scheduled. In addition to individual loans to residents and staff, the Merrymobile also provides long term loans for classrooms.

Some staff materials are now housed in the library, the school office, and in the principal's office. Administrators would like to set up a staff library (which does not now exist) and a staff development room. Staff and resident libraries could be combined in one facility if more space were made available.

Materials needed by teachers are now procured by interlibrary loan from the county public library, but do not always arrive on time. Materials and services currently available are not considered adequate to meet staff library needs.

Probably the most important library problems at Montrose, however, include the real need to provide programs and to extend library hours beyond the school day for students and staff.

Waxter Center. Interviews with Waxter administrators and library staff were conducted at the now defunct Maryland Children's Center. The detention facility, located in the Laurel area in Anne Arundel County, houses 36-40 boys between the ages of 11 and 18 (average age 15). The maximum stay for residents is 21 days, with an average stay of only 14 days, during which students average from two to five days of school. Most residents test about four grades below normal grade level; quite a few are non-readers. Although some residents use library resources to keep up with school work, use of the library is primarily recreational.

Waxter library resources are considered inadequate on all counts: materials, programming, staff, and space. Additional programming for evenings and weekends is particularly needed. The teacher who operates the library also spends part time doing testing, so relatively little programming is possible even during current library hours.

Bookmobile service is provided bi-weekly by the Anne Arundel County Public Library. Most of the students visit the bookmobile and check out materials, but many of these materials are not used.

Staff members use both school library and bookmobile services, but no professional materials are purchased for the facility, and staff must procure them from a variety of other sources.

Most Important Problem Areas. The lack of staff library services and the inadequacy of student access to library services are the most important library problems at juvenile institutions. In addition to the need for extended hours of access and more opportunities for student use of libraries, better training in library skills, orientation to library services, and more library programs are also important. Good programming and structured library use is of particular importance at the detention centers where periods of stay are short and residents have considerably more idle time than in the commitment centers where a large proportion of waking hours are strictly scheduled. Even here, however, the need for extended hours and better opportunities for library use, as well as weekend library programming, is critical.

Incorporating scattered staff materials in school libraries, providing proper funding for procurement of basic staff reference and periodical collections, establishing a regular schedule for updating editions, and making available convenient and timely access to materials not locally available, should improve necessary staff utilization of professional materials.

Although bookmobile services and other public library support are available at all institutions, infrequency of scheduled visits and delays in receipt of required materials reduce the potential for adequately supplementing the institutional libraries.

Library Services in the Mental Hygiene Administration

Six mental hygiene institutions of the Maryland Department of Health and Mental Hygiene were visited. They were:

Crownsville Hospital Center, Crownsville
Eastern Shore Hospital Center, Cambridge
Clifton T. Perkins Hospital Center, Jessup
Regional Institute for Children and Adolescents (RICA), Baltimore
Springfield Hospital Center, Sykesville
Spring Grove Hospital Center, Catonsville

Another two new facilities were under development but were not visited. They are:

Walter B. Carter Center, Baltimore
Thomas B. Finan Center, Cumberland

Table 4 shows the libraries operated in the six centers, and library staffing for each institution.

Table 4

Libraries and Library Staff, Institutions of the Mental Hygiene Administration

	Institution					
	Crownsville	Eastern Shore	Perkins	RICA	Springfield	Spring Grove
Number of residents	596	319	229	80	1,417	745
Number of total staff	860	567	308	140	1,627	1,478
Number of library outlets	2	2	1	1	3	2
Types of services provided						
Staff library	x	x			x	x
Patient library	x	x	x		x	
School library				x	x	
Combination patient/school						x
Unstaffed professional collection			x			
No professional collection				x		
Total paid library staff	2	2	1	1	3	2
Staff by category						
Professional	1					2
Paraprofessional		1			1	
Library assistant				1[a]		
Teacher			1[b]			
Teacher aide					1	
Therapist	1	1[b]			1	

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[a] Paid from ESEA Title I funds.

[b] Part time supervision of library.

Four of the six mental hygiene institutions have paid full time staff for patient/school libraries. In Spring Grove, a professional librarian classified as a rehabilitation therapist operates a combined patient/school library, while Springfield provides a therapist to staff the patient library and a teacher aide for the school library. The Crownsville patient library is also staffed by a therapist, while a library assistant paid with ESEA Title I funds serves the school library at

RICA. Patient library services at Perkins are supervised by a teacher as an extra duty; at Eastern Shore this function is filled by a therapist who spends about one-quarter time on library duties.

Professional librarians man staff libraries at Crownsville and Spring Grove, while paraprofessionals serve staff libraries at Eastern Shore and Springfield. A small unstaffed professional collection is available at Perkins.

Fifty-four percent of the patient respondents in mental hygiene institutions had been there more than six months. Except for children and adolescents involved in school programs, patients have at least 6-8 hours of idle time daily. Reported reading abilities were lowest among this group of institutions, with 11 percent noting that they could not read or could not read very well. Forty-three percent of patients would like to be able to read better. Visual or physical reading handicaps were reported by only 12 percent.

Interviews with administrators at the institutions suggest that confusion and disturbed behavior makes individual use of library materials difficult or impossible for a good proportion of the institution population. Where offered, group library therapy programs have been popular; inadequate staff seriously hampers developments in this area.

Religion was the single most popular subject area for reading, followed by sports related materials. Over half of respondents preferred books as a reading medium, while over one-third perferred magazines. The patient/school libraries were cited by two-thirds of respondents as their source of reading materials.

Interest in programs was expressed by patients as follows:

Film programs	86 percent
Record programs	85 percent
Discussion programs	74 percent
Group or individual readers	53 percent

Two-thirds of respondents wanted career information, materials, and programs, and 49 percent, more information about illness or disability. Extended hours of service were also requested. Use of the public library before entering the hospital was cited by 73 percent, a slightly higher percentage than in other types of institutions. Most of this use had been for acquisition of leisure reading materials.

Less than half of patients reported being able to go to the library on their own, but location of some facilities makes it difficult for even ambulatory patients to get there. Three quarters of the respondents had visited the patient/school library, most of them to borrow reading materials. More than half of patients noted that no materials were available on wards; 78 percent perferred in-library to ward services.

Satisfaction with patient library services was lowest in mental hygiene institutions, with less than two-thirds reporting satisfaction. Poor access, limited services, and inadequate materials were all cited as reasons for dissatisfaction.

In general, where available, county public library bookmobiles served only children or adolescents, and only 11 percent of residents reported use. Among staff, only five percent of respondents used the bookmobile services. Problems of lost and destroyed materials, both among institutional and bookmobile materials, probably hampers better auxilliary services. Where periodic sweeps of patient areas for library materials are undertaken, however, the rate of recovery is high.

The staff library, individually purchased or owned materials, and local public libraries were cited most frequently as sources for needed professional materials. Literature searches and interlibrary loan of materials was requested most frequently at these institutions, where most staff facilities are served by trained librarians. A fair rate of success in getting needed materials was reported. Only slightly over half of the staff respondents considered professional library services in the institution to be satisfactory. Obsolete and inadequate collections, and lack of materials for ancillary staff services were frequently cited. Lack of library staff, inconvenience of location, and restricted hours of service were also noted.

Although 77 percent of staff felt that the patient library was a useful adjunct to their work with patients, less than half has used the patient library in this manner, and then primarily by encouraging patient use, rather than in structured therapy programs. Only 15 percent of staff respondents reported using the patient library for personal needs. The inadequate quantity and quality of materials, as well as inadequate staff, space, and hours created dissatisfaction with the patient facilities.

Most of the mental hygiene institutions had higher patient loads than do institutions in other administrations. Although some staffing for all patient libraries is available, no institution of whatever size, provides more than one staff member per library. As a result, ward services are limited or non-existent; during group discussion programs, other library facilities are not available to residents. Bibliotherapy and other programming has been severely restricted by lack of personnel.

Crownsville Hospital Center. At the time of visits, half of all patients at Crownsville, were under age 34; eight percent were age 12-17, and 15 percent were age 55 and over. Among the younger patients were a number of drug users. The average stay at the hospital was three months, although a hard core of aged and retarded patients, and some with chronic illnesses, were retained indefinitely because they had no other place to go.

A wide range of educational levels was represented, but many of the patients had only a fourth to sixth grade education. The 71 adolescents were behind grade and reading levels. Many patients had poor reading skills. There were also about 125 retarded patients, most of whom had arived prior to 1962.

About 40-50 adolescents commute to special education classes in Annapolis. For patients age 16 and over there are basic education programs and GED classes, with classes in living skills provided for retarded patients. The hospital referral team may recommend patients for inclusion in adult education courses, or patients may request admittance.

The adult education program does not use library materials, having their own lending system of donated books, and providing class resources from their own budget. Locations of classrooms in relation to the library inhibits coordination of educational/library activities.

Patients are divided into three classes: those who are confined to the wards, those who can move about in conducted groups, and those who are free to move about individually. Limited service to the confined is provided, usually by staff borrowing for patients. Groups can come to the library once a week; the independent patients can walk in as desired. Visits to the library average about 400 per month (walk ins). This includes multiple visits of patients, a few of whom may visit the library daily to read newspapers or magazines. Patients can also listen to records in the library. Probably less than 100 patients use the library regularly.

Most patients have a short concentration span, and need guidance in use of materials. An occasional library orientation program helps some patients in their use of the library, but the poor staff library and lack of staff orientation programs have prevented development of adequate staff awareness and understanding of the patient library as a therapy tool, and there have been relatively few staff referrals to library programs.

Three poetry therapy groups are regularly scheduled, with about 12 patients in each group. Additional programming and ward services are constrained by staff limitations at the library, which now employes one full time therapist. One additional full time staff member is urgently needed. In addition, improved materials budgets and extended hours of service (evenings and weekends) are needed. Better location of educational facilities in relation to the library would permit improved utilization of library resources and augment educational programs.

The Anne Arundel County Public Library Care-a-Van provides bookmobile services for the small adolescent unit, but does not serve other patients.

The staff library now employes a professional librarian, but services are seriously hampered by lack of an adequate budget for materials. Despite substantial use of interlibrary loan, many staff members have to buy their own materials to insure adequate access to new information. About $750 per year is spent on staff materials. Library needs have low priority in the institution.

Eastern Shore Hospital Center. About half of the patients at Eastern Shore were over 65 of age and many of these were in continuing care. Many of these patients have physical infirmities. Only four adolescents were in residence at the time of visits; a majority of the others were in the 25-40 year age group. Average length of stay for these patients is 27 days.

About half of the residents are psychiatric patients, the other half are medical patients. Only a few of the patients are so disturbed as to prevent use of library services. The average educational level for the older continuing care group is eighth grade. About 20 residents are retarded.

The patient library, which is supervised by a therapist, had not yet opened at the time of visits. It is seen as primarily as educational tool. Although library use may be included in individual treatment plans, no attempts at bibliotherapy will be undertaken because of lack of the necessary skills.

The staff library is operated by a paraprofessional librarian, and spends about $2500 per year on professional materials. Although most of the staff look to the library for needed resources, the VA hospital library is also used as a resource for materials not available. The staff library also provides resources for staff seminars and in-service training.

Clifton T. Perkins Hospital Center. Serving the male criminally insane, the Clifton T. Perkins Hospital Center has a population averaging in the late 20's in age, with 75 percent between 20 and 40. About one quarter of the population is in detention for pre-trial psychiatric evaluation, for periods ranging from one week to 2-3 months. Over half of the patients are committed for periods averaging about two years. About 10 percent are non-criminal patients transferred from other state institutions because of aggressive behavior. Another approximately 10 percent are temporarily transferred from other state correctional institutions to stabilize their behavior. Such transfers are usually for periods of about three months, after which they are sent back to the original institution.

Very few of the patients are substantially disturbed and most participate in groups trips to the library. Most of the residents entering Perkins are unskilled, and average about the eighth grade level in education. About 21-22 residents under age 21 are enrolled in school programs, and about 15 over age 21. Most are in GED or adult basic education programs. Many of the residents are illiterate, but no basic literacy programs are provided.

The patient library is open 24 hours per week. In addition to a small collection of print materials, a record listening room is provided. Supervised by a teacher, primary staffing is provided by two patient library aides. On each of the four days open, groups from two wards are scheduled for two hours in the library. No patients are allowed to visit the library unescorted, but most do attend with their ward groups.

The Howard County Public Library provides a rotating deposit collection including basic education materials, high interest materials, and records. Their bookmobile calls twice a month to drop off new materials and to pick up patient nad library requests for specific titles.

Even with the revolving collection from Howard County, materials in the library are inadequate to meet needs. A good paperback collection is desired, and the very small legal collection available to patients needs augmenting. A collection of career/vocational materials is also necessary. Programs directed to a non-motivated population are required, both in library and in wards. Lack of any library trained staff inhibits good utilization of library potentials for service at Perkins.

There is no staff library, although a small unstaffed deposit collection is available. The budget for staff materials is very low and meets few of the staff needs, with the possible exception of nursing areas. Even basic psychiatric journals are lacking. Most of the professional staff use other libraries, such as the headquarters library (DHMH), University of Maryland, etc. Many themselves subscribe to the professional journals in the disciplines because of lack of convenient access to them.

Administrators consider a good professional library with library trained staff essential for good staff service and development. It has not been possible to get approval for the added staff necessary.

In addition to the materials necessary to support the various disciplines represented in the hospital, the library should include a good legal collection covering patient rights, rules of evidence and court testimony, Maryland statutes, and other pertinent areas.

Regional Institute for Children and Adolescents. RICA provides a residential program for about 37 disturbed children aged for 4 to 13, and a day care program for adolescents aged 12-18. Most of the resident children are 10 and 11 year olds, while 14 and 15 year olds make up most of the adolescent group.

Most children are reading on the second grade level, while adolescents average about fourth or fifth grade reading levels. Some are non-readers.

Most of the residents are from family problem situations, and have behavior management problems. They can be destructive. Most have attention span problems. Patients may stay for as little as three months to over a year. About 50-60 percent are returned to their homes, while another five percent displaying continuing anti-social, aggressive, and destructive behavior are transferred to Montrose School in the Juvenile Services Administration. Other residents are released to group homes or foster parents.

More than half of the resident children attend special education classes in Baltimore during the day, returning to RICA after classes. At the time of visits, these students had little or no access to the library since it was open only during school hours. Since then, the library has been opened as a homework center during the evenings.

The adolescent group comes to RICA for classes during the day, returning to group homes in the evening. Classes stress basic reading skills and career awareness. These students use the school library during the day, and have access to public library services in their communities in evenings and on weekends.

Residents have little time for leisure reading, since time is highly structured and most evenings are spent on homework. Most of the residents go home on weekends.

Classes visit the school library twice a week, but individuals may go alone on teacher passes. Library materials are federally funded. In addition, a revolving deposit collection is provided by the Enoch Pratt Free Library. No bookmobile service is provided, although the librarian would find it helpful to supplement available library materials.

The library needs a professional librarian, and could use a media specialist in addition. The library assistant currently operating the library is paid from ESEA, Title I funds. AV materials are in heavy demand, and more records, cassettes, and filmstrips, as well as equipment to use them, are needed. In addition, more easy readers are required, and some special programming outside the library should be provided.

There is no staff library and no funds are provided for professional materials. Although the library acts as a resource for teachers, needs for materials for staff update and development must be purchased, or borrowed elsewhere. A very few professional journals are housed in library storage space.

Springfield Hospital Center. About one-third of the patients at Springfield were geriatric patients, 75 were school age, 20-30 were young adults, and the balance were spread across age groups. Adolescents are primarily drug cases and those from poor home situations, and have an average stay of about six months. Other patients, primarily schizophrenics who cannot function in their own environment, have an average stay of 2-3 months. A small percentage of patients, mostly older, are in continued care.

School programs cover the second through 12th grades, while adult education programs cover sixth through twelfth. Most patients tend to be less than high school graduates.

With short attention spans and difficulty in concentrating, relatively few patients are interested in reading books. Only about 50 patients are regular library borrowers, although donated paperback books distributed in the wards appear to be used. Non-print materials are of high interest, and collections in this area are particularly in need of reinforcement. High interest low vocabulary level materials are also needed.

Use of the patient library for short term residents is primarily recreational. About seven group discussion programs aimed at patient interaction to address problems in socializing and communicating are conducted each week with an average of nine residents in each group. Participation is primarily from the continuing care patients.

Inadequate staffing is a serious problem at the patient library, since the one therapist who staffs the library cannot adequately service the resident population. Other needs are extended library hours (evenings and weekends), and more audiovisual and special reading materials. The location of the library and its size also hampers satisfactory library use. Lack of library orientation for patients limits awareness of the services available. There is no coordination between library and therapy programs, and staff orientation regarding available library services and therapeutic possibilities of such services is also lacking.

The school library serves approximately 50 children in school programs at the institution. Staffed by a teacher aide, the library provides a well developed and highly successful self help library skills training program. A bookmobile from Carroll County Public Library also provides bi-weekly service to residents of this unit, although no bookmobile services are available to other residents. In addition to checkout of materials from the bookmobile, specific materials for students and sometimes for teachers are obtained from County library resources upon request.

Although most library use is structured into the school schedule, some residents also use the library in free time. The school library fairly well meets student materials needs, but the library should be open more hours, particularly evenings and weekends, and should provide some after school hours programming for residents.

It is expected that most staff members using professional materials use the staff library at the institution, which is staffed by a paraprofessional librarian. Most demands on the library are for materials to meet specific needs. The library uses the headquarters professional library (DHMH) for Medline searches and for some interlibrary loan. Although materials need upgrading, overall the facility is considered fairly satisfactory by library staff.

Spring Grove Hospital Center. About 1500 patients were resident at Spring Grove at the time of visits, but this case load has now been cut in half. Residents at the time of visits included 62 adolescents in ages ranging from 12 to 21. Their average stay was about 17 days. It was intended to phase adolescents from the institution. Most of the remaining patients were in their 40's, with about 300 in continuing care.

Although a wide range of educational levels existed, a large number of patients had educational deficiencies, and Baltimore County provided adult education teachers to teach basic educational and living skills. GED classes were also held.

Except for adolescents in structured school programs, patients had a substantial amount of idle time. Many have visual problems requiring large print.

The institution operates a combined school/patient library staffed by a professional librarian. Attempts to develop a volunteer program to increase library services has been hampered by transportation problems. Transportation is also a problem in getting patients to the library.

Ward services are limited by lack of staff, and library aides are needed to carry services outside the library. At present materials are delivered to the therapist at the forensic section where patients are confined who are not able to come to the library. Similar services are needed in other units. Paperback books are brought in and distributed by volunteers in some of the units.

Books and magazines over two months old are allowed to circulate. Newspapers, current magazines, and records are available for use in the library. There is also a paperback collection which circulates. Discussion and AV programs are coordinated with reading materials as part of the bibliotherapy programs offered to seven groups of 10-20 residents each week. Participants are selected by the treatment team, who then write it into the individual treatment plan.

Although loss of materials is common in institutions, this has been much reduced in Spring Grove by the introduction of periodic sweeps through living units for abandoned materials.

Both print and non-print collections in the library are inadequate. Library users want more current, popular materials. Bookmobile service provided by Baltimore County Public Library twice a month provides some supplemental access to materials. A deposit collection from the library has also been requested.

Lack of continuing budgeted funds hampers proper collection development and update in the staff library. Materials are currently purchased from the interest on an endowment fund and such additional funds as are made available through the library advisory team. Some of the needs for professional materials are met by interlibrary loan.

No professional materials for school personnel are purchased. School staff have developed a system of exchange of individually owned materials to meet professional needs.

Mental Retardation Administration

The Mental Retardation Administration operates five facilities for the severely and profoundly retarded. They are:

Victor Cullen Center, Sabillasville
Great Oaks Center, Silver Spring
Henryton Center, Henryton
Holly Center, Salisbury
Rosewood Center, Owings Mills

In Addition, two new centers in western Maryland are being developed:

Western Maryland I, Hagerstown
Western Maryland II, Cumberland

Of the five operating facilities, four were visited and data collected on staff surveys. The Victor Cullen Center, which houses 90 mentally retarded residents, was not visited because there were no library services provided in the institution. No attempt was made to collect data from patients in these institutions.

Library Services in Institutions for the Mentally Retarded. Because of the low level of cognition skills of the severely and profoundly retarded, questions as to the necessity for providing library services to this group have frequently been voiced. Most public libraries now include audiovisual and other non-print materials in their collections, but print materials are still generally considered the essential basic ingredient for operation of a library, and relatively few of the severely retarded achieve a level of academic skills which permits extensive use of such a collection.

This is not to say that there is no need for library services in such institutions; rather, the materials and services provided must be those which contribute, directly and indirectly to the development of individual patients. These services include development of an appropriate collection which will provide reading materials at appropriate levels for those capable of developing academic skills, audiovisual materials designed to reinforce the teaching of basic skills, and "realia" (the toys, articles, and objects handled or manipulated to gain direct experience with the environment. This may include models, games, toys, tools, puzzles, and three dimensional objects such as zippers, buttons and buttonholes, lacing boards, etc.) Flannel board sets and instructional materials will also be included.

Collection resources are used by teachers and other staff members as well as by individual residents, to provide stimulus and to improve gross and fine motor skills, visual and/or peripheral abilities, concept development, memory, visual-auditory integration, language development, or basic learning skills such as reading, writing, and spelling.

In addition to functioning as a resource for staff and residents, individual or group visits to the library, or library programs in or outside the library, provide valuable stimuli and experience in another environment for retardates. Individual visits may also be used to reinforce skills learned in classes, on a one-to-one basis, or introduce skills not taught in the class environment. Group library programs may also provide this added stimulus and reinforcement.

Library Services at the Four Institutions. A school library staffed by a library paraprofessional operates at Rosewood, and a combination school/staff library, serviced by a library assistant, functions at Great Oaks. Patient facilities there support only the lower age levels of retardates, who are in school programs. At Henryton, with a higher average patient age, a patient library staffed by a teacher under the supervision of a therapist, serves the entire population. Programming in the library there emphasized one-to-one reinforcement of skills. No patient or school library is currently provided at Holly Center; materials from an earlier patient library have been distributed to classrooms.

Only Rosewood provides a staff library, which employs a library paraprofessional, although a small professional collection at Great Oaks is serviced as part of the school library. Holly maintains a small professional collection in the administrative offices, but has no library staff; Henryton has no professional collection. Table 5 outlines library services and staffs at the four facilities.

Table 5

Libraries and Library Staffs, Institutions of the Mental Retardation Administration

	Institutions			
	Great Oaks	Henryton	Holly	Rosewood
Number of residents in institution	428	301	191	805
Number of total staff employed	544	281	341	1,500
Number of library outlets	1	1	0	2
Types of library services				
Staff library				x
Patient library		x		
School library				x
Combination School/Staff	x			
Unstaffed professional collection			x	
No professional collection		x		
Total number of paid library staff	1	2	0	2
Category of library staff				
Paraprofessional				2
Library assistant	1			
Teacher		1		
Therapist		1[a]		
No staffed library			x	

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[a] Part time.

Almost two-thirds of staff members lacked familiarity with school/patient libraries. Since the school/patient libraries tend to be resource centers for teachers, relatively few of the staff indicated use of the patient/school library in connection with their jobs. Most common use was for resources to use with patients, although a few encouraged or helped patients to use library services. Less than half of the staff saw the patient/school library as a useful adjunct to work with patients.

Substantial variation in evaluation of collections, staff services, programs, and hours in patient/school libraries were expressed by staff members who did use the facilities, although in general there was somewhat more satisfaction than dissatisfaction. Very few staff members used the patient library for personal needs. Limited bookmobile service was available only at Rosewood; no staff respondents reported use.

About half of the staff respondents used the staff library or professional collection; 24 percent noted that there was no staff library in the institution. Reasons for non-use of staff materials were mostly concerned with obsolete and inadequate materials; lack of adequate staff help was also noted. A public library in the community was the most cited alternative source of materials, while a substantial proportion of staff bought materials, used materials already owned, or borrowed from colleagues or a variety of other sources. Less than half of those using professional collections were satisfied that they met individual work needs.

Great Oaks Center. With a population ranging from birth to age 70, about two thirds of patients at Great Oaks are under age 30, with 15-19 the modal age group. About 85 percent of the adult residents are severely or profoundly retarded, and remain indefinitely. Many have physical handicaps. Most of the children are in special education classes in the community, while a number of older residents visit community workshops daily.

Classes for children and adults remaining in the center are primarily to teach basic self-help skills, such as dressing, feeding, grooming, toilet training, etc.

There are no library services provided for the adult population, and children leaving the center for outside school or workshops have no access because of limited library hours. The school library serves primarily as curriculum resource support and provides little direct service to patients. There is no programming provided in or outside the library.

Materials purchased from funds of the individual disciplines are housed in a small room adjacent to the school library, and are maintained by the library assistant who staffs the school library. The collection is limited and most staff members use other sources for most of their needs.

Henryton Center. Henryton accepts mental retardates aged 18 and over. About 20 percent of patients are in the age group 18-30 and 20 percent are age 55 and over. The average age is in the 40's. The highest mental age of residents is about nine or ten, while the average ranges around two to three. Patients at the cente are taught self-help skills, some academic skills where appropriate, and vocational training about 10 percent go to community activity centers daily.

All residents are regularly scheduled for visits to the learning resource center (patient library). Academic classes are provided for those capable of attending them on Saturdays and Sundays when patients do not report to activity centers.

From five to ten percent of patients are able to read with comprehension. These patients are allowed to borrow books from the library. Talking books are supplied to the 20 patients with visual handicaps where appropriate.

The library provides story programs for patients, as well as a structured self-help program for individual reinforcement of skills taught in the classes. With the assistance of the teacher/librarian, these materials can also be used to teach skills where patients are not enrolled in such classes.

In addition to programs, the library serves as a resource both for patient classes and staff training. The center has no staff library and is receiving no new professional materials. A few old materials are available, but it is felt that the level of such materials is frequently too high for staff comprehension.

The lack of adequate funding for library services is the most severe library problem at Henryton.

Holly Center. Holly provides care for a wide age range of patients, from 20 months through 70 years old. There are slightly more adult residents than there are children. Most of the children in the center are severely or profoundly retarded; some of the adults are mildly or moderately retarded. Only about 20 percent of the total population falls in this category. About 40 percent of the residents also have physical handicaps. Approximately three quarters of the patients are long term.

For the younger residents, therapy and education are integrated; programs for older residents are more activity oriented with less emphasis on therapy.

Almost half of the residents leave the facility daily during the week to work in sheltered workshops.

Although a professional library and children's library have been designated in Center planning, lack of any library staff has prevented their development. Administrators would like to see an active library program which could also serve as a community resource for non-institutionalized retardates in the community and their parents. Teachers would also like to see bookmobile service provided to patients as an added stimulus.

A staff library with an adequate supply of current journals, updated research in the field, basic texts, and audiovisual learning stations for staff training is also desired.

Rosewood Center. Patients at Rosewood range in age from newborns to a few in their 80's. About 50 patients are over age 65, while most are in their 20's or 30's. Some patients have severe behavior problems, and about one-quarter have serious medical problems. Almost one-third are bedridden. Many of the patients are long term residents, with only about 15-20 percent of the higher functioning patients leaving each year. Approximately 85 percent of residents are severely or profoundly retarded.

Special education classes in the community are attended by 65-70 young persons to age 20. Another 21 adults were attending evening adult education classes in preparation for release to community living. About 40 percent of the patients leave the center daily for classes or community activity centers.

Lack of staff or other resources prevents full implementation of individual treatment plans, but some physical and occupational therapy programs are provided for all patients including the bedridden.

Although the Center has a school and a staff library, each of which employs a library paraprofessional, there is no systematic approach to library services, and only donated materials are available in some areas. Problems of movement over the facility, which is spread over a large area, creates a need for library branches for more convenient access. Such branches would require staffing, and should house both patient and professional collections. Administrators are also considering integration of current school and staff libraries.

The school library is seen as a resource to support the limited cognitive skills of patients (with appropriate levels of materials), pre-vocational training, and self-help skills. It should also provide programs for sensory stimulation, both within the library and in living units. Bookmobile services should both augment collections and provide additional stimuli. Better collections are needed in the library, particularly of non-print materials.

More up to date materials are required for the staff library. Additional general materials relevant to direct care personnel are needed, and should be selected for relevance to reading levels of this staff (average 8-9 grade reading level). At present, few direct care personnel perceive their needs for job-related library materials. Materials to support in-service training programs are also needed.

Rosewood is presently supplying some in-service training materials to other institutions. Administrators noted the need for developing improved coordination in library services among institutions.

Like other DHMH institutions, libraries have a low priority at Rosewood.

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ALTERNATIVES FOR PROVIDING INSTITUTIONAL LIBRARY SERVICES IN THE MARYLAND DEPARTMENT OF HEALTH AND MENTAL HYGIENE

It is increasingly recognized by both the library profession and the health care field that the provision of adequate responsive library services to patients/residents cannot be realized adequately by the individual institutions alone, and that the provision of effective library service is dependent upon some help from other library resources, particularly public library systems and the state library agency.

Alternative One: The Independent Institutional Library

Providing adequate library services to staff and patients/residents would require both the development of new facilities where they do not now exist, and substantial upgrading of current facilities and services. Some increase in State (institutional) funding of these library services would be essential. At a minimum, this should support a basic level of staff.

At least one full-time State (institution) paid staff member should be employed solely for library duties for each 500, or part thereof, of the total of patients/residents plus full time equivalent staff. The provision of this staff, together with an adequate facility and funds for professional materials, is considered the minimum essential State (institution) contribution toward needed institutional library services. Library personnel should be specifically designated in staff complements, and salaries included in a line item for libraries in institutional budgets. Volunteers, if available, should be recruited and trained to supplement activities of paid personnel.

Most of the institutions are now receiving some support form local library systems, usually in the form of deposit materials or bookmobile services. Possible expansion in such support should be solicited which might include:

1. Increased materials services.

2. Back-up reference services.

3. Interlibrary loan in response to specific title or subject requests.

4. Training for institutional personnel and/or volunteers staffing the institutional library.

5. Professional guidance for library operation.

6. Assistance with programming, or provision of traveling library programs.

The need to provide the required additional funding for this alternative from the already constrained resources available to individual institutions makes it unlikely that meaningful improvement in library services can be acomplished in this way in the forseeable future.

Alternative Two: The Institutional Library as a Branch of the Local Public Library System

Local public library systems might well provide general library services to institutions by establishing system branches at the institutions within their geographic jurisdictions. Where these systems are currently providing supplementary materials to patients/residents and staff through deposit collections and/or bookmobile service, this alternative would put the full responsibility for providing needed services on the public library system. The institution would necessarily be required to provide adequate space in a suitable location, and possibly to provide also the furniture, shelving, etc. needed to complete the physical plant. Staff would be assigned to and paid by the local library system. If the functions of the professional/staff library are to be integrated, funding for these materials would be supplied by the institution, or alternatively, by the Administration, or by the Department.

Apart from financial considerations, there are several problems which should be considered. Library services in the institution, in addition to providing to residents/patients a needed contact with elements of the normal environment, should be meeting specific needs of the individual institutionalized community, in many cases using non-traditional methods and providing non-traditional services. Staff providing these services should have orientation and training in dealing with specific needs of the various clienteles.

Yet institutions of the Maryland Department of Health and Mental Hygiene are distributed throughout the State, and those in the four Administrations regionalized, so that expertise in serving these groups could not be concentrated but must be dispersed throughout systems in the State.

Under present financial situations of static or declining resources, it is unlikely that public library systems in the State could take on the added responsibilities of full institutional library services, particularly the staffing of such libraries. Some basic funding for library services would be required before negotiations with public libraries could be considered. This basic funding might combine per capita levels of support from the Department or Administration, with some additional support from the State Division of Library Development. In addition, the State Division of Library Development should be prepared to provide consultants and (library) staff orientation and training programs to the public library systems involved.

The public library institutional branch could integrate staff services and supplement, but not replace school libraries, which would continue to be the responsibility of the educators.

Alternative Three: Administration Library Services

This alternative considers the removal of library services from responsibility at the institutional level and creates an integrated library system for each of the four administrations, with some coordination at departmental level. While the institution would continue to provide the physical facility, criteria for plant, as well as support for materials and staff, would be undertaken at the Administration level. Library services for the entire Administration would be an identified line item in the Administration budget, and staff positions would be assigned to Administration headquarters. At least one professional librarian in each administration should be designated to provide supervisory, coordinating, and consultant services to those institutions without a professional library employee.

All library services (patient/resident, staff (professional), and school) would be integrated into a single administrative organization at each institution, although multiple facilities could be provided if required at larger institutions.

The institutional libraries would function as branches of an Administration library system, although professional materials could be supplemented from institutional funds if desired. Cooperation and support from local public library systems would continue to be solicited, and cooperation between libraries in different administrations coordinated at the departmental level, by the existing departmental library coordinator.

Alternative Four: The Departmental Library System

A departmental library system would assume responsibility for the provision of all types of library service to all institutions within the Department of Health and Mental Hygiene. Under this alternative, all institutional library facilities would operate as branches of a Departmental library system, and staff and funding would be specifically designated for library services at this level.

This alternative removes libraries from competition with basic institutional operating expenditures in the distribution of funds, and relates library funding directly to the provision of such library services as are considered necessary for the support of staff functions, school programs, and the general and therapy-related library needs of patients/residents. The coordination of all departmental library services should also insure the greatest effectiveness in the expenditure of limited resources.

Organization of the Departmental Library System. All library services (for students, patients/residents, and staff) at each institution should be integrated under a single director, although multiple facilities (under the single director) may be established at larger institutions if required. Regions should be established which should provide a first level of coordination between institutional libraries located within a limited geographical area. Such coordination may include cooperative collection development, intra-regional materials exchange, training, joint programming, etc. At least one professional librarian in each region should be designated to provide supervisory, coordinating, and consultant services, particularly to those branches without a professional library employee.

In addition, one professional librarian in each Administration could be assigned the added responsibility for coordination of the special requirements of patients/residents in that Administration, across regions. The librarian at the staff (professional) library at Department headquarters should be charged with responsibility for coordinating collections and services which meet the occupational needs of staff, while one professional school librarian should be designated as coordinator for services to the school populations in all regions. Current library organization which restricts services to particular clienteles should be broadened to encompass services to the entire institutional community.

Duties of the existing departmental library coordinator should be expanded to encompass overall administration and direction of a Departmental library system. Services which should be centralized at the departmental level to support all branches in all regions include:

1. Recruiting and training of staff.

2. Centralized purchasing and processing of materials.

3. General supervision of operations and programs.

4. Development of union catalogs for the sharing of institutional resources.

5. Development of specialized holdings, such as special collections or equipment, available to all institutions.

6. Selective dissemination of information.

7. Consulting services.

8. Orientation to health care milieu for both institutional and public library personnel.

Consulting services, (library) staff training support, and some financial support should also be sought from the State Division of Library Development. Support of local efforts by local public library systems should continue to be utilized and expanded as possible.

RECOMMENDATIONS

Although a Departmental library system, with unified direction and central funding for all institutional library staff and materials would undoubtedly provide the most effective and cost efficient library services for patients and staff of the DHMH, current decentralization of institutional services would suggest that adoption of such an external system is most unlikely, certainly at this time. Further, the present commitment to support of adequate library services is poor, and there would appear to be no possiblility for securing the necessary funding for such a departmental system.

Before looking at alternative possibilities for organization and improved funding of institutional libraries, it is necessary to examine the true posture of the department in regard to library services. The low priority and inadequate staffing and funding currently provided for library services decries any substantial commitment for their provision, and in some institutions the value derived as a result, may not be worth even the limited funds expended.

In the Introduction to this report we have discussed the potentials for library services to the institutionalized. Such potential with regards to normalization in the environment and involvement in total patient therapy are at present almost totally unrealized. Lacking a realistic understanding of the value of library services to the patient and commitment to informed use, patient library services become purely recreational in nature, a way of filling in some of the large number of idle hours of institutional residents.

In this situation, the supply of materials for the limited demands on print materials in many institutions may well be met by donated paperback and magazine collections scattered through the institution, bookmobile service, and public library deposit collections controlled by volunteers. General recreational programs, such as film or record programs, are already frequently the province of activity therapists or volunteer activity groups. This is, in fact, very much the situation currently existing in many of the institutions, although in some libraries, Federal funds are providing additional materials.

Such library services, however, ignore two of the top priorities of the Department's five year plan, which are:

- "To reduce dependency on institutional care among those who can be maintained in a family or community setting; and

- To decrease premature mortality, preventable morbidity, handicapping conditions and delinquency, by making available preventive service."[3]

Well designed institutional library services can provide effective support in attaining these goals, by collecting and maintaining materials and information to assist the various treatment staffs and all therapeutic, education, and vocation, as well as recreation, programs within the institutions; by aiding in preparation of patients for integration into the community environment; by making necessary information resources available to the community, parents, and others working with deinstitutionalized patients; and by providing library oriented therapy programs as included in individual treatment plans.

Staffing, with its possibilities for therapeutic programming, is the most critical aspect of library services if such services are to go beyond the purely recreational and become an integrated part of patient therapy programs. A departmental commitment to the provision of adequate patient library services, then, must begin with a commitment to insure that institutions can add the necessary trained staff to their personnel complements. As a prerequisite, institutional librarians should possess additional specialized skills and training necessary to serve the various institutional populations; and all salaries should be commensurate with the education, training, and responsibility required.

Whatever decisions concerning patient library services may be made, the continuing education of staff members and the constant update of information in their professional disciplines is critical to the successful functioning of any service facility, and the provision of adequate staff library services should be mandatory, not optional. While some staff members will use alternative resources where local resources are unavailable, inconvenient, or inadequate, many will not, and the operation of the facility, over the long run, must suffer.

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[3] Maryland Department of Health and Mental Hygiene. Five Year Plan for Fiscal Years 1980-1984.

School library services are the best funded, although staffing is uneven, materials collections generally inadequate, access and programming limited, and there is a too heavy dependence upon Federal funding for both staffing and materials. While it may be assumed that if local education authorities assume responsibility for institutional schools, school library services will also be provided, some alternative planning for improvement of school library services is necessary if such a transfer of educational responsibility does not eventuate.

To improve library services in the institutions under any organizational or funding alternative, the following minimum elements are considered essential:

1. Adequate professional library services must be provided, including current library materials in all primary and ancillary fields, and trained staff.

2. All library services at an institution should be integrated, and at least a minimum level of trained library staff provided.

3. Adequate training for library staff and volunteers must be provided.

4. The role of the departmental library coordinator should be broadened to provide some centralized services, and to develop appropriate coordination of activities between institutions.

5. Funding for library operations must be a line item in appropriate budgets.

Organization and Funding

Four alternatives for organization and funding are suggested in the previous chapter. It is probable that under cerrent circumstances, some combination of these alternatives, with specified responsibilities at all four levels (department, administration, institution, local public library), would be most feasible. Under such a layered system, the following division of activities is suggested:

Department Level. Responsibilities at the departmental level should include:

1. Coordination of all library activities in DHMH.

2. Provision of technical assistance and training for all institutional library staffs and volunteers.

3. Development of necessary bibliographic and other resource listing tools for better sharing or resources among institutions.

4. Funding of basic professional reference collections and updates, for all institutions.

5. Provision of a central collection of AV materials for continuing staff education, for loan to all institutions.

6. Development of a central loan collection of appropriate AV equipment.

7. Establishment of a line item in the departmental budget for all library expenditures.

Accomplishment of these responsibilities should be delegated to the library coordinator and DHMH librarian currently designated to provide assistance to patient/school and to staff libraries.

1. The role of the library coordinator for patient/school libraries schold be expanded to include:

   a. Responsibility for insuring adequate training of staffs and volunteers through orientation programs, workshops, Division of Library Development Services (DLDS) training programs, and public library system in-service training agreements.

   b. Coordination of library services between institutions and administrations, including the development of formal channels of information exchange and communication between staffs.

c. Development of innovative programs and program packages for use in institutions.

d. Dissemination of information concerning new materials and services relevant to institutional patients.

e. Development of a central collection of AV equipment, such as TV cameras, projection equipment, etc., which can be loaned to institutions upon request. Provision of a list of all equipment available.

f. Interpretation and implementation of standards for institutional libraries.

g. Establishment of staff requirements and qualifications, and screening of all applicants for institutional library positions.

h. Solicitation and coordination of public library services to institutions.

2. The coordination of staff library services under the associate librarian, DHMH library, should be structured to:

a. Provide formal channels for monitoring staff library services, and providing needed technical assistance.

b. Disseminate information concerning new materials relevant to all staff disciplines.

c. Improve channels for use of Medline, and for interlibrary loan for smaller institutions.

d. Develop a union list of journals and special professional holdings to permit better access to materials between institutions.

e. As part of the DHMH library materials budget:

(1) Routinely supply to all institutions updates of professional reference materials as new editions are published.

(2) Develop a collection of AV continuing education materials for all disciplines, for loan to institutions on demand. Provide a listing of materials available on a regular basis.

If all institutional library services are placed under a single library director at each facility as suggested below, responsibility for all staff training, basic technical assistance, and monitoring of library services should be assigned to the library coordinator, with the DHMH librarian providing related support services for the libraries. Annual accomplishments in improving institutional libraries should be monitored and targets re-set annually. A complete review of services should be undertaken at the end of five years.

Administration Level. At the administration level, coordination of all library activities which have particular relevance only to the specific clientele of administration institutions should be accomplished. This includes:

1. Development of formal channels and structures for communication between administration institutional libraries.

2. Dissemination of information concerning new library materials, professional information, equipment and supplies relevant to the needs of the clientele.

3. Compilation of union lists of particular materials and equipment which might profitably be shared among institutions.

4. Supervision of special institutional programming.

5. Routine provision and update of basic reference materials related only to the specific clientele, to all institutions of the administration.

One professional librarian in each administration should be assigned responsibility for carrying out these activities. One-quarter of the salary of the individual designated should be paid from the administration headquarters budget to permit the employing institution to provide an additional one-half time clerical position to make up for the loss of professional time to the institution. All library costs should appear as a line item in administration budgets.

Institutional Level. The institution should continue to have the responsibility to provide adequate library services for all staff and patients. To accomplish this it is recommended that:

1. All libraries (patient/school/staff) in a single institution be combined, where possible in a single adequate, well-located facility. When multiple facilities are necessary, all facilities should be staffed, and operated under a single library director.

2. At least one paid library trained staff member be employed at each institution, assigned only to library duties.

3. Recruiting of volunteers should be undertaken to extend library hours of service and to expand ward and programming services, so as to provide adequate access for all patients and staff. The library director should ensure that all volunteers used for library duties are adequately and appropriately trained, using training facilities developed by the departmental library coordinator.

4. Over a five year period, institutions should double expenditures for staff library materials (a 20 percent increase each year). Expenditures for patient/school materials should match Federal expenditures for materials by the end of the five year period, on a shcedule of 20 percent of Federal expenditures the first year, 40 percent of Federal expenditures the second year, etc. (A loss of Federal monies is currently threatened where no local monies are provided.)

5. Library salaries now paid from Federal funds should be absorbed in institutional expenditures at the rate of 20 per cent per year, with full salaries funded by the end of the five year period.

6. All staff, materials, and other expenditures for library services should appear as a line item in the institutional budget.

7. Channels of communication should be established between institutional and local public libraries, and local public library systems solicited to provide any or all of the following supplemental services:

a. Bookmobile service.

b. Rotating deposit collections.

c. Back-up reference services and interlibrary loan.

d. Traveling programs for residents.

e. Technical assistance.

f. In-service training of staff and volunteers.

Other Recommendations

The following recommendations are considered applicable without regard to the organizational alternative chosen:

Integration of Library Services: Staff/patient/school libraries should be combined wherever feasible to provide optimal utilization of staff and collections and maximum exposure of staff and residents to a wide array of resources and services. Where the size of an installation makes physical merger of facilities not feasible, all library activities should be coordinated by a single director. Facilities should be conveniently located for the population to be served; if substantial distances are involved, provision should be made for transportation of users to the site. Services should be delivered to those who cannot visit the facility. Trained volunteers, if available, may be used to provide off-site services.

Where current services do not meet the needs of the total population, necessary adjustments in hours, access, and services should be made to encompass the unmet needs.

Awareness of Services: Library orientation programs for staff and patients/residents should be presented at each institution at least twice a year to all patients/residents and staff, and to new staff and residents monthly. Such programs should develop awareness of the materials and services available, and of the way in which they may be utilized. Staff orientation programs, in addition to providing awareness of occupationally-related materials and services, should describe all materials, services, and programs available to patients/residents, as well as ways of using such resources in working with patients. The availability of general services to meet individual personal needs of staff members should also be emphasized.

Facilities: Each library facility should be evaluated in terms of adequate space, and comfort and attractiveness of the total environment. Development of a colorful, attractive, and comfortable environment is a prerequisite for use of the library for therapy and for maintaining patient contact with normal outside activities.

Hours: Library schedules should insure access to staff working on all shifts. Some evening and weekend hours should be included to permit leisure use during free time and to provide better access for both patients/residents and staff. The needs of residents who spend portions of their time away from the institution should be taken into consideration in determining hours of operation, and steps should be taken to insure them adequate access to library resources and programs. Trained volunteers, if available, may be used to increase hours of library operation, but, since few are available during evening and weekend hours, it will probably be necessary to schedule paid personnel during those periods.

Staff: At least one full-time paid staff member should be employed solely for library duties for each 500, or part thereof, of the total of patients/residents plus full time equivalent staff. Library personnel should be specifically designated in staff complements, and salaries included in a line item for libraries in appropriate budgets. Salary rates should be scheduled to provide compensation commensurate with duties performed. At least one professional librarian in a region, administration, or the department, should be designated to provide supervisory, coordinating, and consultant services to those libraries without a professional library employee. Such professional services might also be provided by a local public library system.

Staff Training: The Department should specify the training requirements for all library personnel. At a minimum, such training should include:

1. Orientation in the institutional milieu and services to the institutionalized.

2. Basic library skills.

3. Awareness of supplementary services available from other departmental resources, local public library systems, regional and State networks.

4. Methods for serving an institutional clientele.

Orientation programs should be provided by the Department, or by the individual administration if desired, and should be available to appropriate public library personnel as well. Other training may be provided by the State Division for Library Development, the Department, the Administration, or by appropriate county public library systems where such arrangements can be made. All volunteers should be included in orientation programs, and in such other training programs as are necessary for the duties performed. The professional librarian coordinator should have the responsibility to insure that all library personnel and volunteers used in the library have the appropriate training.

Professional Collections: All collections should be weeded of obsolete editions and adequate funds made available for required current editions. The professional librarian coordinator will advise on selections, and staff input should be solicited. Collections should adequately support the needs of ancillary staff as well as primary staff, particularly with regard to appropriate journals. An annual listing of current journal titles should be supplied to coordinators for compilation and dissemination throughout the system. Agreements should be developed between institutions regarding coordinated collection of lesser used titles. The professional librarian coordinator should also assist in developing continuing education multi-media collections which can be made available to all institutions. Health education materials for patient/staff use should be collected as recommended by appropriate staff.

Professional Services: Reference and referral, interlibrary loan, and selective dissemination of information on current materials are essential services to staff. Professional librarian coordinators should assist library staff in developing appropriate channels for literature searches and interlibrary loan, and in improving awareness of current materials. Union lists of periodical holdings and union catalogs of new professional titles should be developed for all libraries, at the departmental level.

Patient/Resident Collections: Deposit and revolving collections and bookmobile service should be solicited from the appropriate county public library systems to supplement materials available in the patient/resident collections provided. Materials selections should reflect the reading levels and interests of patients/residents and staff, and should include appropriate non-print materials and equipment. Career information materials, large print materials, and high interest - low reading level books should be included in all collections. Obsolete or unwanted materials should be weeded, and donations carefully screened for usefulness to the population served. Where students are included in the institutional population, particular attention must also be given to the necessary support of curriculum and instructional programs.

Patient/Resident Services: Library staff should solicit cooperation of county public library systems for back-up on reference and materials needs. With the aid of professional librarian coordinators, library staff should also develop materials "merchandising" plans designed to encourage use of library materials, as well as programs and aids for understanding the use of library materials and services.

Programs: Working with Recreation and Occupational therapy personnel and volunteer groups or any other interested group, library staff should establish a wide-range of programs of interest to patients/residents in the institution. County public library systems should be solicited for traveling programs as well. With the assistance of local educational systems or such basic literacy groups as Literacy Volunteers of America and Right to Read, each institutional library should host basic literacy and skills programs and support continuing education programs for patients and staff. The establishment and coordination of cooperative efforts with volunteer groups should be undertaken at the Department level. Professional librarian coordinators should be informed of programs at each institution and should periodically disseminate information about them to other institutions.

COSTS OF IMPLEMENTATION

Library Expenditures, 1978/79

Expenduties for Patient/School Libraries. Although ALA standards recommend that libraries should be a line item in the institutional budget, little specific library budgeting was noted in the institutions. Total expenditures for patient/school libraries in Fiscal Year 1979 totaled $256,299. Of this amount, 42 percent was derived from federal sources (LSCA and ESEA funds). Although 96 percent of State funds were expended for salaries, this represents only 76 percent of total salaries paid, with 45 percent of Federal funds also scheduled for this purpose. Materials account for 16 percent of all expenditures, with 90 percent of the total paid from Federal funds.

Expenditures for each administration in FY 1979 are shown below:

Administration	Total Expenditures	% of Expenditures for Salaries	Materials	% of Total Funding State	Federal
Aged and Chronically Ill	$ 13,266	52	37	63	37
Juvenile Services	105,197[a]	79	15	53	47
Mental Hygiene	82,786[b]	76	18	65	35
Mental Retardation	55,050	71	12	60	40
All	$ 256,299	75	16	58	42

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[a] Does not include salary for teacher assigned library duties at Waxter Center.

[b] Does not include teacher at Perkins or therapist at Eastern Shore who supervise patient libraries.

Expenditures for Professional Library Services. No budgeted monies were expended for professional library services at juvenile services institutions. In the institutions for the aged and chronically ill, only Mt. Wilson had any expenditures for staff, and only Mt. Wilson and Deer's Head reported expenditures for materials.

Although the four staff libraries at Crownsville, Eastern Shore, Springfield, and Spring Grove in the Mental Hygiene Administration reported staff library expenditures, none were reported for Perkins or RICA. Crownsville spent no budgeted funds for library materials in 1978/79.

Rosewood was the only Mental Retardation Administration institution to report support of a staff library, although Holly reported a small expenditure for materials. In addition to reported expenditures:

- About $400-500 is made available annually for staff materials at Western Maryland (ACIA).

- Montebello Center (ACIA) shares the cost of some books and journals with the professional library at Maryland Rehabilitation Center.

- Professional staff at the Maryland Training School for Boys (JSA) get budgeted funds for materials for individual use.

- Some professional materials are purchased by headquarters of Boy's Forestry Camps (JSA).

- A small amount of library funds is used for the purchase of staff materials at Montrose School. (JSA).

- Perkins (MHA) has a very small budget for staff materials, principally in the nursing area.

- Limited staff materials at Great Oaks (MRA) are purchased from funds of the individual disciplines.

Reported and estimated funds available for staff libraries in 1978/79, by administration, are as follows:

Administration	Total Reported Expenditures	Estimated Additional Expenditures[a]	% of All Estimated Expenditures for Salaries	% of All Estimated Expenditures for Materials
Aged and Chronically Ill	$ 10,841	$ 1,500	46	54
Juvenile Services	-	700	-	100
Mental Hygiene	48,738	200	88	12
Mental Retardation	11,967	200	77	18
DHMH Library	85,700	-	61	35
Total Professional Services Expenditures	$157,246	$ 2,600	70	27

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[a] From institutional funds.

Estimated total expenditutes for staff materials and services in 1978/79 are $159,846, while total expenditures in DHMH for patient and staff library services in 1978/79 are estimated at $413,545, of which 26 percent derives from Federal funds.

Departmental Costs

Phased implementation of recommendations, over a five year period, would gradually increase costs of library services. On the departmental level, immediate costs would be largely materials expenditures in the DHMH library, to cover provision of reference materials to institutions and development of an AV loan collection of staff development materials. Estimated costs for the first year, based on 1978/79 costs, are $3,000.

Added salary costs shown below are based on actual salaries paid to comparable personnel in the administration in 1979.

Aged and Chronically Ill Administration

Providing the services of a professional library coordinator would switch one quarter of the professional salary to the headquarters budget. In addition, provision to institutions of a basic geriatrics reference collection (updates) would involve some materials expenditures. At the headquarters level, added first year costs may be estimated at:

1/4 salary of professional	$ 3,423
Staff reference materials	750
Estimated total additional first year funds required	$ 4,173

Institutional Costs. Deer's Head on the Eastern Shore has no paid library staff. Holly Center of the Mental Retardation Administration, also located in Salisbury, also has no library staff. It is suggested that staffing at the two institutions might be inaugurated with the hiring of one library paraprofessional to serve the two institutions. Similarly, the Western Maryland Center in Hagerstown might begin by sharing a paraprofessional with the developing Mental Retardation centers at Hagerstown and Cumberland. The Montebello Center in Baltimore also requires a paraprofessional librarian.

Total expenditures for staff materials for the four institutions in 1978/79 are estimated at about $5,500. A 20 percent increase in expenditures would raise staff materials costs during the first year by $1,100. In addition, federal funds for patient materials total about $5,000. Providing matching state funds over the next five years produces an additional first year cost of $1,000.

Total added first year costs, estimated for all institutions, includes:

Added Salaries		
1/2 time paraprofessional Deer's Head	$ 5,800	
1/3 time paraprofessional Western Maryland	3,867	
1 full time paraprofessional Montebello	11,600	
		$ 21,267
Added Materials Expenditures		
Staff (20 percent increase)	1,100	
Patient (20 percent matching funds)	1,000	
		2,100
Estimated total added first year costs (four institutions)		$ 23,367

Juvenile Services Administration

First year costs on the headquarters level are projected for one-quarter time of a professional librarian coordinator, and staff reference materials related to juvenile problems. These costs are estimated as follows:

1/4 time professional librarian	$6,500[a]	
Reference materials (four institutions)	500	
Estimated headquarters added first year costs		$ 7,000

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[a] Current salaries in this administration are based on rates in the local school system.

Institutional Costs. All of the JS institutions employ paid library staff, but 37 percent of staff costs are federally funded. During the first year, 20 percent of these expenditures should be picked up by the institution. In addition, 20 percent of total Federal materials expenditures ($18,770) should be matched. A minimum basic expenditure of $500 for each insitutuion for staff materials should also be budgeted.

Added first year costs for all institutions include:

Added Salaries		
Pick up 20 percent of ESEA (Title I) salaries		$ 6,233
Added Staff materials expenditures		
Establish basic staff budget of $500 per institution	$ 2,000	
Less current estimated expenditures	700	
		1,300
Added student materials expenditures		
Match 20 percent of Federal expenditures		3,754
Estimated total added first year costs (four institutions)		$ 11,287

Mental Hygiene Administration

Headquarters costs include the one-quarter salary of a professional librarian and basic specialized reference tools (updates) to all institutions. First year costs at the administration level are calculated at:

1/4 professional librarian salary	$ 3,500
Staff reference materials	1,000
Estimated total additional first year expenditures, headquarters	$ 4,500

Institutional Costs. Clifton T. Perkins Hospital Center lacks a trained library employee, and a library paraprofessional should be added to the staff. The paraprofessional at RICA is federally paid and 20 percent of the salary should be assumed the first year. In addition, expenditures for staff materials at Perkins need to be increased to at least $500 from the currently estimated $200 in expenditures, while a minimum of $500 for staff materials should also be budgeted at RICA. Crownsville spent no budgeted funds on library materials during 1978/79; a minimum staff materials budget for that institution should total at least $1,200.

Doubling staff materials expenditures in five years requires an additional first year increase of 20 percent in current staff materials expenditures. Federal materials expenditures in the six institutions totaled $19,318 in 1978/79.

Estimated total added first year expenditures for the six institutions include:

Added Salaries		
1 full time paraprofessional at Perkins	$ 11,600	
20 percent of salary of paraprofessional at RICA	2,500	
		$ 14,100

Added staff materials expenditures		
20 percent increase in current expenditures	$ 1,050	
Basic expenditures: Perkins	300	
RICA	500	
Crownsville	1,200	
		$ 3,050
Added patient materials expenditures		
20 percent of Federal materials expenditures		3,865
Estimated total of added first year expenditures (six institutions)		$ 21,015

Library costs for the new centers are not included since they are not yet operational.

Mental Retardation Administration

There is no professional librarian employed in the Mental Retardation Administration. One of the institutional librarian positions should be upgraded to that level to provide for coordination of administration library services, probably one of the two paraprofessional slots at Rosewood Center. Added first year costs at headquarters would include:

1/4 time professional librarian	$ 3,500	
Basic staff reference materials (four institutions)	1,000	
Estimated total added first year costs (headquarters)		$ 4,500

Institutional Costs. There is no library staff at Holly; as suggested earlier, a paraprofessional might initially be employed jointly with Deer's Head Center, also in Salisbury, to operate the two libraries. In addition, one of the paraprofessional positions at Rosewood should be upgraded to professional. Since one-quarter of this salary will be paid by headquarters, there should be no additional costs to Rosewood. Salary costs (1/3 paraprofessional) at Western

Maryland I and II are not included since libraries are not yet operational.

No staff library materials are budgeted at Henryton, and only minimal expenditures from the disciplines provide such materials at Great Oaks. A minimum of $750 for staff materials should be budgeted at each of these institutions.

Current staff materials expenditures for Rosewood and Holly centers total $2,049. Federal expenditures for patient materials in the four institutions in 1978/79 totaled $14,913.

Estimated added first year costs for Mental Retardation institutions include:

Added salaries		
1/2 time paraprofessional at Holly		$ 5,800
Added staff materials expenditures		
Basic funding Great Oaks and Henryton	$ 1,500	
20 percent increase Rosewood and Holly	500	
		2,000
Added patient materials expenditures		
20 percent of Federal materials expenditures		3,000
Estimated total added first year funds (four institutions)		$ 10,800

APPENDIX A

RESPONSES TO SURVEYS
AGED AND CHRONICALLY ILL ADMINISTRATION

A-1: Summary of Responses to Patient Interviews
A-2: Patient Comments on Library Services by Institution
A-3: Summary of Responses to Staff Questionnaire

APPENDIX A-1

Aged and Chronically Ill Administration

Maryland State Department of Health and Mental Hygiene

PATIENT'S QUESTIONNAIRE

		No. of Responses
A.	Administration	46
B.	**Institutions**	
	Deer's Head Center	12
	Montebello Center	12
	Mt. Wilson Center	11
	Western Maryland Center	11

C. Patient Status

Ambulatory.................................. 1 17
Bed-bound.................................. 2 9
Other (Specify) Wheelchair 3 74

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1. How long have you been resident here? ______

LESS THAN ONE WEEK........................ 1 -
ONE WEEK TO ONE MONTH..................... 2 -
BETWEEN 1 AND 6 MONTHS.................... 3 9
BETWEEN 6 MONTHS AND ONE YEAR............. 4 22
BETWEEN 1 AND 3 YEARS..................... 5 18
MORE THAN 3 YEARS......................... 6 51

2. What do you usually do during your free time? CIRCLE ALL THAT APPLY

a. PLAY SPORTS.......................... 1 - 2
b. WATCH TV............................. 1 74 2
c. VISIT WITH OTHER PERSONS ON THE WARD... 1 13 2
d. PLAY GAMES OR CARDS OR WORK PUZZLES.... 1 24 2
e. READ BOOKS........................... 1 76 2
f. VISIT THE LIBRARY.................... 1 33 2
g. READ MAGAZINES....................... 1 74 2
h. READ NEWSPAPERS...................... 1 48 2
i. LISTEN TO THE RADIO.................. 1 72 2
j. LISTEN TO RECORDS.................... 1 61 2
k. WATCH PEOPLE MOVING AROUND........... 1 2 2
l. NOTHING MUCH......................... 1 - 2
m. OTHER (SPECIFY)...................... 1 39 2
Arts and crafts, read bible, needlework

3. About how much free time would you say that you have on the average weekday, during which you can do anything you are able to do?

> 3 hours 11
3-5 hours 11
6-8 hours 69
< 8 hours 9

4a. Do you usually leave here on week-ends and holidays?

YES.......................1
NO........................2

4b. (IF NO) About how many hours of free time do you usually have on the average Saturday, Sunday, or holiday?

3-5 hours -
6-8 hours 61
< 8 hours 39

*All answers may not total 100 percent because of rounding.

5. Do you like to read?

YES........................	1	91
NO.........................	2	4
OTHER (SPECIFY)............	3	4

Sometimes or can't read

6. How well would you say you read?

VERY WELL..................	1	48
PRETTY WELL................	2	32
ENOUGH TO GET BY...........	3	14
NOT VERY WELL..............	4	2
DON'T READ.................	5	5

7. Would you like to have individual help so that you could learn to read better?

YES........................	1	30
NO.........................	2	68
DON'T KNOW.................	3	2

8a. Do you have any physical or visual handicap which makes reading difficult?

YES........................	1	41
NO (SKIP TO Q9)............	2	59

8b. (IF YES) Did you know that there are special materials, such as talking books on records or cassettes, large print books, special magnifying glasses, page turners, etc. available for people with visual or physical handicaps that make reading difficult?

YES........................	1	84
NO (SKIP TO Q9)............	2	16

8c. (IF YES) Have you ever used such materials?

YES........................	1	69
NO (SKIP TO Q9)............	2	31

8d. (IF YES) Have you used them in this institution?

YES........................	1	82
NO (SKIP TO Q9)............	2	18

8e. (IF YES) Have you had any problems with use of such materials?

YES........................	1	22
NO (SKIP TO Q9)............	2	78

8f. (IF YES) What problems have you had? Page turner tears pages

9. Do you like to look at picture books or pictures in magazines?

YES........................	1	87
NO.........................	2	13

81

10. When you read, do you prefer (READ) (CIRCLE ONE ONLY)

Books?	1	56
Magazines?	2	36
Newspapers?	3	8
Something else?	4	-

11. When was the last time you read a book? (CIRCLE ONE ONLY)

WITHIN LAST WEEK	1	50
WITHIN LAST MONTH	2	24
WITHIN LAST SIX MONTHS	3	5
WITHIN LAST YEAR	4	2
MORE THAN A YEAR AGO	5	14
DON'T READ	6	5

12. In what subject areas do you like to read? (CIRCLE ALL THAT APPLY)

a.	DON'T READ	1	4	2
b.	MYSTERIES	1	50	2
c.	WESTERNS	1	23	2
d.	SCIENCE FICTION	1	18	2
e.	ROMANCES	1	34	2
f.	OTHER FICTION	1	46	2
g.	BIOGRAPHY	1	32	2
h.	HISTORY	1	36	2
i.	SCIENCE	1	23	2
j.	SOCIAL SCIENCE	1	14	2
k.	HEALTH & MEDICINE	1	14	2
l.	PSYCHOLOGY	1	14	2
m.	RELIGION	1	41	2
n.	SPORTS	1	34	2
o.	VOCATIONAL TRAINING	1	11	2
p.	OTHER (SPECIFY)	1	39	2

Magazines, other miscellaneous

13. Where do you get your books or other materials? (CIRCLE ALL THAT APPLY)

a.	BUY OR SUBSCRIBE	1	16	2
b.	BROUGHT BY FRIENDS OR RELATIVES	1	22	2
c.	BORROW FROM OTHER PATIENTS	1	7	2
d.	FROM PATIENT/SCHOOL LIBRARY	1	71	2
e.	FROM ANOTHER LIBRARY	1	11	2
f.	FROM BOOKMOBILE	1	9	2
g.	OTHER (SPECIFY)	1	18	2

Ward materials, church
Library for the Blind and Physically Handicapped

14a. Do you enjoy listening to records?

YES........................ 1 84
NO (SKIP TO Q17)........... 2 16

14b. (IF YES) What kinds of records do you prefer? (CIRCLE ALL THAT APPLY)

a. CLASSICAL MUSIC........ 1 47 2
b. JAZZ................... 1 40 2
c. MUSICAL SHOWS.......... 1 32 2
d. RELIGIOUS MUSIC........ 1 47 2
e. COUNTRY AND WESTERN.... 1 50 2
f. ROCK................... 1 32 2
g. OTHER POPULAR MUSIC.... 1 34 2
h. OTHER (SPECIFY)........ 1 24 2

15a. Have you listened to any records since you were here?

YES........................ 1 74
NO (SKIP TO Q16)........... 2 26

15b. (IF YES) Where did you get the records to which you listened?
(CIRCLE ALL THAT APPLY)

a. BUY OR SUBSCRIBE............................ 1 32 2
b. BROUGHT BY FRIENDS OR RELATIVES............. 1 14 2
c. BORROW FROM OTHER PATIENTS.................. 1 18 2
d. FROM PATIENT LIBRARY........................ 1 29 2
e. FROM ANOTHER LIBRARY........................ 1 – 2
f. FROM BOOKMOBILE............................. 1 100 2
g. OTHER (SPECIFY)............................. 1 32 2

Recreation services/activities

16. Do you enjoy programs where records are played to groups of people?
(Would you)

YES........................ 1 92
NO......................... 2 8

17. Would you like to have someone read aloud to you or to your group?

YES........................ 1 64
NO......................... 2 36

18a. Would you like to join a group to discuss your hobbies or interests?

YES........................ 1 80
NO......................... 2 20

18b. (IF YES) What are the hobbies or interests you would like to discuss?

Miscellaneous

19a. Would you like to have career materials, information, and programs available?

YES........................ 1 50
NO......................... 2 50

19b. (IF YES) For what kind of careers?

Miscellaneous

20. Would you like to have more information about your illness or disability and how others have coped with a similar illness or disability?

YES........................ 1 61
NO......................... 2 39

21a. Would you like to have more film programs available to you?

YES........................ 1 80
NO......................... 2 20

21b. (IF YES) What kind of films?

Miscellaneous

22a. Before you came here, did you use the public library in your community?

YES........................ 1 63
NO (SKIP TO Q23a).......... 2 37

22b. (IF YES) For what purposes did you use the public library? Did you use it for (READ)

		YES	NO
a.	Information or materials related to school?..............	1 41	2
b.	Information or materials related to your job?............	1 14	2
c.	Information or materials related to personal interest or needs?..	1 45	2
d.	To acquire reading materials for leisure-time use?........	1 69	2
e.	To acquire other materials for leisure-time use?..........	1 7	2
f.	For some other purpose? (SPECIFY)......................	1 3	2

23a. Can you go to the library in this institution by yourself whenever you wish?

YES........................ 1 80
NO......................... 2 20

23b. (IF NO) Are you regularly taken, or have the opportunity to be taken, to the library here?

YES........................ 1 25
NO......................... 2 75

24a. Have you ever visited the library in this institution?

YES........................ 1 76
NO......................... 2 24

24b. (IF NO) Is there any reason for your not visiting the library?

(CIRCLE ALL THAT APPLY)

GO TO Q26

a. NO REASON GIVEN........ 1 9 2
b. CAN'T GET THERE........ 1 9 2
c. NO ONE WILL TAKE ME.... 1 9 2
d. DON'T READ............. 1 18 2
e. NOT INTERESTED......... 1 18 2
f. OTHER (SPECIFY)........ 1 55 2
Not open, lack of awareness of facility, can't

24c. (IF YES) About how often do you visit the library?

WEEKLY..................... 1 57
AT LEAST ONCE A MONTH...... 2 26
INFREQUENTLY............... 2 17
OTHER (SPECIFY)............ 4 -

25. For what purpose(s) do you visit the library? (CIRCLE ALL THAT APPLY)

a. BORROW READING MATERIALS................ 1 57 2
b. ATTEND A LIBRARY PROGRAM OR GROUP DISCUSSION.............................. 1 - 2
c. LISTEN TO RECORDS....................... 1 11 2
d. READ MAGAZINES OR NEWSPAPER............. 1 60 2
e. OTHER (SPECIFY)......................... 1 17 2
Reference, browse, visit

26. Have you ever borrowed reading materials from a book cart or other source on your ward? (CIRCLE ONE ONLY)

NO MATERIALS AVAILABLE ON WARD............. 1 4
YES, HAVE BORROWED FROM BOOK CART.......... 2 37
YES, HAVE BORROWED FROM OTHER WARD SOURCE (SPECIFY) Shelves or table 3 26
NO, HAVE NOT USED WARD SERVICE............. 4 33

27. What kinds of materials do you borrow from the library or book cart? (CIRCLE ALL THAT APPLY)

a. DON'T USE LIBRARY OR BOOK CART.......... 1 24 2
b. PAPERBACK BOOKS......................... 1 45 2
c. HARDCOVER BOOKS......................... 1 21 2
d. MAGAZINES............................... 1 60 2
e. PICTURE BOOKS........................... 1 2 2
f. OTHER (SPECIFY)......................... 1 6 2
Miscellaneous

28. Do you prefer to have library services brought to you on the ward, or to go to the library for materials and/or services? (CIRCLE ONE)

ON WARD.................... 1 45
IN LIBRARY................. 2 55

29a. Are the hours of library operations or programs convenient for you?

YES........................ 1 82
NO......................... 2 18

29b. (IF NO) Why not?

Need extended hours

30. Should the library be open, and programs available to you, on some evenings and week-ends and holidays?

YES........................ 1 58
NO......................... 2 42

31. Do you find library staff helpful to you in locating materials or information both in the library and from other sources?

3 institutions

YES........................ 1 92
NO......................... 2 5
HAVEN'T ASKED FOR HELP..... 3 3

32. Are ward or cottage personnel helpful to you, either in getting to the library or in using materials obtained from the library?

YES........................ 1 77
NO......................... 2 7
DON'T KNOW................. 3 16

33a. In general, would you say that you are satisfied with the library materials and services available to you here?

YES........................ 1 73
NO......................... 2 24
HAVEN'T USED............... 3 2

33b. (IF NO) Why not?

No library; need better collection, greater currency, extended hours, more materials for handicapped

34a. Have you ever visited the bookmobile from the county public library which comes here periodically?

YES........................ 1 24
NO......................... 2 50
NO BOOKMOBILE SERVICE...... 3 26

34b. (IF YES) What do you borrow from the bookmobile? (CIRCLE ALL THAT APPLY)

a. PAPERBACK BOOKS........ 1 40 2
b. HARDCOVER BOOKS........ 1 50 2
c. PICTURE BOOKS.......... 1 - 2
d. MAGAZINES.............. 1 20 2
e. RECORDS................ 1 10 2
f. OTHER (SPECIFY)........ 1 10 2

Miscellaneous

35. Do you consider that bookmobile materials satisfactorily supplement what is available in the library?

YES........................ 1 91
NO......................... 2 9

36a. Are there any library programs or services not now available to you that you would like to have provided here?

YES........................ 1 26
NO......................... 2 74

36b. (IF YES) What are they?

Expanded collection print and non-print; Large print books; specific materials; programs on arts, crafts, music; etc.

PERSONAL INFORMATION

A. SEX (FROM OBSERVATION)

MALE....................... 1 54
FEMALE..................... 2 46

B. What is your age? Are you

Under 21................... 1 2
21-24...................... 2 9
25-54...................... 3 39
55 or over................. 4 50

C. How many years of school have you completed? ________________

	GRADE COMPLETED	(CIRCLE ONE ONLY) AGE UNDER 25	AGE 25 AND OVER
-	NONE..................	01	.02
22	1 - 8.................	03	04
33	9 - 12................	05	06
17	HIGH SCHOOL GRADUATE..	07	08
28	13 OR MORE............	09	10

D. Are you in a school program (either regular classes or adult education classes)?

YES........................ 1 4
NO......................... 2 96

E. RACE (FROM OBSERVATION)

BLACK...................... 1 48
HISPANIC................... 2 -
ORIENTAL................... 3 -
WHITE...................... 4 52
OTHER (SPECIFY)............ 5 -

____

F. Thank you for answering our questions. Do you have any comments or suggestions you would like to make?

APPENDIX A-2

Maryland State Department of Health
and Mental Hygiene

INSTITUTIONAL SURVEY
April 1979

Patient's Comments

ADMINSTRATION: Aged and Chronically Ill

INSTITUTION: Deer's Head Center

- Interested in further adult education. Ward table has magazines only.
- No program for weekends; could use something for patients to do on weekends. Need volunteers for weekends.
- Very few materials available on ward book/magazine table; whenever the material is replenished it disappears quickly; first see-first take basis; seldom returned so very little exchange or re-distribution of materials.
- They need a library at Deer's Head. Just a small one where we can go and read for awhile.
- Keep the books coming in; establish a library.
- Prefers large print books.
- Would like to get Science Fiction talking books.
- Would like books on construction plans and layouts.

INSTITUTION: Montebello Center

- Large print easier to handle; doesn't know if they have adequate large print books.
- Need materials on careers and occupations.
- Can read regular print but has cataracts and prefers large prints; no knowledge there was a library in Hospitals; no knowledge that large print books could be ordered. Would like to teach cosmotology (beautician work) here at hospital.
- Need more newspapers (out of town): Washington Post, daily newspapers.
- Want more Black literature in talking books. Should bring in Jr. High students and juveniles to talk to patients in hospitals to expose people to people who are not healthy. Need more help in library here.
- More biographies, Sports Illustrated.
- Would like to play bingo. Enjoys going bowling.

INSTITUTION: Mt. Wilson Center

- Has eye cataracts and has difficulty reading. Also, did not appear to have much interest in reading.
- I like programs in the auditorium.

INSTITUTION: Western Maryland Center

- Quadriplegic. Speech defect.
- Don't have electric page turner (both hands immobile).
- I like to read to groups myself. Interested in finishing college degree. Additional movies - as stated - better quality.
- Would like to attend Speech Reading Course. Library have 35mm slide program viewer (roll of film-cassette that explains program). More better quality movies.
- Patient very hard of hearing and bedbound.
- Should be open longer/rotate books.
- More films.
- Visual defect: sightless.
- More up-to-date books.

APPENDIX A-3

Aged and Chronically Ill Administration

Maryland State Department of Health and Mental Hygiene

STAFF QUESTIONNAIRE

A study of library services in the Department of Health and Mental Hygiene is now underway. In order to better understand the needs of staff for job connected and personal information and materials, as well as your use of such information and materials with patients, we are asking that you complete the following questions by checking or completing the blanks as indicated. Your help in providing the information needed for planning purposes is greatly appreciated.

Number of Responses

A. Administration

42 (1) Aged and Chronically Ill
____ (2) Juvenile Services
____ (3) Mental Hygiene
____ (4) Mental Retardation

Deer's Head Center	9
Montebello Center	9
Mt. Wilson Center	12
Western Maryland Center	12

B. Name of institution ALL FIGURES SHOWN ARE PERCENTAGES

C. Occupation

14 (1) Doctor
24 (2) Nurse
7 (3) Administrator
17 (4) Therapist
- (5) Teacher
7 (6) Ward or cottage personnel
31 (7) Other (specify) Health assistant Dietition, Food supervisors, Etc.

D. How long have you been employed in this institution?

10 (1) Less than one year
22 (2) One to three years
68 (3) More than three years

E. What is the total length of time you have been employed in your occupation in any institution?

2 (1) Less than one year
5 (2) One to three years
41 (3) Three to ten years
51 (4) More than 10 years

1. Do you use any print or audio-visual materials in connection with your job?

78 (1) Yes
22 (2) No

2. Do you require any information services in connection with your job?

80 (1) Yes
20 (2) No

3. (IF YOU USE MATERIALS OR INFORMATION SERVICES IN CONNECTION WITH YOUR JOB) Where do you go for these materials or information? CHECK ALL THAT APPLY

15 (1) Do not use materials or services
51 (2) Buy materials
61 (3) Use staff library in institution
20 (4) Use patient's library in institution
24 (5) Use an academic library
41 (6) Use a medical library
39 (7) Use a public library in the community
34 (8) Use another source (Explain)
DHMH library, department library, commercial sources, etc.

4. (IF YOU DO NOT USE THE STAFF LIBRARY IN THE INSTITUTION) Why do you not use the staff library?

61 (1) I use the staff library
2 (2) No staff library in institution
34 (3) Collection does not include adequate materials in needed subject areas
27 (4) Collection is not up to date
22 (5) Library does not carry enough current journal titles
12 (6) Library staff is not available to aid in use of materials
2 (7) Library staff cannot provide needed information
7 (8) The location of the staff library is not convenient
2 (9) The hours of operation of the staff library are not convenient
- (10) Another library is more convenient to use
17 (11) Other (Explain)______________________________

5. Do you need materials, information, or referrals to prepare patients for return to the community?

68 (1) Yes
32 (2) No

6. Does the staff library provide such materials and a referral service?

24 (1) Yes
34 (2) No
34 (3) Don't know
2 (4) No staff library available

7. Are such materials available in the patient's library?

21 (1) Yes
29 (2) No
50 (3) Don't know

8. Do you have any other source of such materials, information, or referral service?

51 (1) Yes
26 (2) No
43 (3) I don't use such materials, information, or referral

9. (IF YES) What is your source?

Own materials, borrow from colleagues, miscellaneous agencies, DHMH library, etc.

IF YOU USE THE STAFF LIBRARY IN THE INSTITUTION ANSWER QUESTIONS 10-15

IF YOU DO NOT USE THE STAFF LIBRARY, SKIP TO QUESTION 16

10. What proportion of the library materials, information, and library services you require for your job are you able to find in your staff library?

- (1) All or nearly all
10 (2) Half or more
59 (3) Some
31 (4) Almost none
- (5) Other (Explain) Library closed on shift

11. About how often do you use the staff library?

19 (1) At least once a week
4 (2) At least once a month
41 (3) Occasionally
43 (4) Seldom
4 (5) Other (Explain)____________________

12. For what types of materials do you use the staff library? (Check all that apply)

76 (1) Current periodicals
69 (2) Reference materials
48 (3) Books
7 (4) Other (Specify)____________________

13a. Do you ever request a literature search in some specific subject area?

41 (1) Yes
55 (2) No
3 Sometimes

13b. (IF YES) Have the searches been satisfactory?

64 (1) Yes
16 (2) No
20 Sometimes

14a. Do you ever request materials (not available in the library) through inter-library loan?

27 (1) Yes
73 (2) No

14b. (IF YES) Have you usually received the requested material promptly?

88 (1) Yes
12 (2) No

15a. In general, would you say that the staff library satisfactorily meets your job related library needs?

44 (1) Yes
48 (2) No
7 Sometimes

15b. (IF NO) Why not? Inconvenient location

16. How do you use the patients/school library in connection with your job?

68 (1) Don't use the patients/school library in connection with my job
25 (2) Encourage patients to go to library and/or to use library materials and attend library programs
10 (3) Take patients to the library or to library programs
13 (4) Help patients use library materials
10 (5) Suggest particular library materials for patient use
3 (6) Assign library use or programs as part of individual treatment program
10 (7) Other (Explain) Not available

17a. Do you feel that the patients library could be a useful adjunct to your work with patients?

73 (1) Yes
24 (2) No
3 Sometimes

17b. (IF YES) How do you think the patient/school library could support your work with patients?

Leisure reading materials, education, self-help, information, therapy groups, keep mentally active, large print materials.

18. How would you evaluate the patient/school library in terms of meeting patient needs?

a. 39 (1) I am not familiar with the patient/school library
b. Collection is 48 (1) Adequate and current
30 (2) Inadequate or not current
c. Staff services are 48 (1) Satisfactory
22 (2) Non-existent or inadequate
d. Library programs are 26 (1) Helpful and adequate
43 (2) Helpful but not adequate
22 (3) Non-existent or inadequate
e. Library hours are 61 (1) Adequate
35 (2) Inadequate

19. What materials and/or services for patients would you like to see provided by the patient/school library which are not now provided.

Books, magazines, films, games, equipment for handicapped, AV aids, educational programs; special materials on nutrition, development for handicapped, medical problems of patients, etc.

20a. Do you use the patients library for personal information and library needs?

29 (1) Yes
71 (2) No (SKIP TO QUESTION 24)

20b. (IF YES) Does this use supplement or replace use of the public library in your community?

82 (1) Supplements public library service
18 (2) Replaces public library service

21. How frequently do you use the patients library?

33 (1) At least once a week
25 (2) At least once a month
42 (3) Occasionally

22. Which services of the patients library do you use?

58 (1) Borrow paperback books
42 (2) Borrow hardcover books
67 (3) Borrow or read magazines
25 (4) Use reference materials
33 (5) Borrow or use films, filmstrips, slides
17 (6) Borrow or listen to records
17 (7) Attend library program
- (8) Other (Explain)

23a. Do you consider that the patients library adequately meets your personal library and information needs?

67 (1) Yes
33 (2) No

23b. (IF NO) Why not? Not open needed hours

24. Do you use the bookmobile services provided at the institution by the county public library system?

15 (1) Yes
52 (2) No
33 (3) No bookmobile services provided at this institution

25. Do you use this service for personal or job related needs?

- (1) Personal needs
29 (2) Job related needs
71 (3) Both personal and job related needs

26. Does use of the bookmobile supplement or replace use of the public library in your community?

67 (1) Supplements public library service
33 (2) Replaces public library service

27. Which bookmobile services do you use?

___ (1) Don't use bookmobile services
83 (2) Borrow paperback books
100 (3) Borrow hardcover books
50 (4) Borrow magazines
50 (5) Borrow records
67 (6) Request materials not found on the bookmobile
- (7) Other (Explain)___

28. Does the bookmobile service adequately meet your personal and/or job related library and information needs?

67 (1) Yes
17 (2) No
- (3) Don't use bookmobile
17 Sometimes

PERSONAL INFORMATION

29. Your sex. 20 (1) Male 80 (2) Female

30. Your age.

2 (1) Under 25
63 (2) 25-44
24 (3) 45-64
- (4) 65 or over

31. Years of school completed.

7 (1) Less than 12
12 (2) High school graduate
17 (3) 13-15
32 (4) College graduate
32 (5) Advanced degree

32. Thank you for answering these questions. Do you have any comments or suggestions that you would like to make concerning improvements to the library services provided in your institution?

____

____

____

Deer's Head Center

- Update library resource materials - periodicals are OK.
- We have a lot of in-service programs that are helpful. I do not use the library.

Montebello Center

- Patient library useful (1) to be able to understand their medical problems, (2) to be able to comply with doctor's recommendations. MRC library is inconvenient. Get 4-5 current journals - not enough. Takes months to get from State library. Small budget. Need materials (especially AV) for patient-family education.
- Good for patients - nothing for staff.
- Should have reference and technical area books. (Radiology, clinical laboratory, etc.) Should include journals for update of current practices.
- Evening hours for patients. More money in budget for medical reference books.
- I don't really expect institution to have medical librarian, but needs librarian for patients. Need new textbooks on different medical specialities.

Mt. Wilson Center

- Need more patient contact in a structured weekly program or group.
- Don't get materials ordered from DHMH Index.
- Library is fairly good for current periodicals. Should be open more hours and weekends.
- We need a medical library. A hospital cannot exist without a library.
- A bigger budget is necessary. Need more frequent update of materials. Library assistants could be used to assist librarian.
- I hope patient library could get more budget to get printed materials.

Western Maryland Center

- Need educational materials for staff and patient development. Need A-V materials, to be available most of time for patients for learning. Educate as to disease, condition, self care, etc.
- There should be some provision made so that personnel on all shifts have access to library.
- Give out more newspapers (daily) to patients who would like to read them and TV Guides for their television and a bible for every patient.
- Generally needs to be expanded and updated.
- I feel we have a good patient library but could use more or wider supply of large print and talking books.
- Staff library lacks personnel. Persons who use bookmobile are not able to use public library.

APPENDIX B

RESPONSES TO SURVEYS

JUVENILE SERVICES ADMINISTRATION

B-1: Summary of Responses to Patient Interviews
B-2: Patient Comments on Library Services by Institution
B-3: Summary of Responses to Staff Questionnaire

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APPENDIX B-1

Juvenile Services Administration

Maryland State Department of Health and Mental Hygiene

PATIENT'S QUESTIONNAIRE

			No. of Responses
A.	Administration		67
B.	**Institutions** :	Boys' Forestry Camps	18
		Maryland Training School	17
		Montrose School	16
		Thomas J. Waxter Center	16

All Responses in Percentages

C. Patient Status

Ambulatory	1	100
Bed-bound	2	-
Other (Specify)__________	3	-

---

1. How long have you been resident here? ____________

LESS THAN ONE WEEK	1	2
ONE WEEK TO ONE MONTH	2	19
BETWEEN 1 AND 6 MONTHS	3	64
BETWEEN 6 MONTHS AND ONE YEAR	4	10
BETWEEN 1 AND 3 YEARS	5	5
MORE THAN 3 YEARS	6	-

2. What do you usually do during your free time? CIRCLE ALL THAT APPLY

69	a.	PLAY SPORTS	1	2
60	b.	WATCH TV	1	2
15	c.	VISIT WITH OTHER PERSONS ON THE WARD	1	2
54	d.	PLAY GAMES OR CARDS OR WORK PUZZLES	1	2
81	e.	READ BOOKS	1	2
22	f.	VISIT THE LIBRARY	1	2
63	g.	READ MAGAZINES	1	2
52	h.	READ NEWSPAPERS	1	2
64	i.	LISTEN TO THE RADIO	1	2
58	j.	LISTEN TO RECORDS	1	2
-	k.	WATCH PEOPLE MOVING AROUND	1	2
-	l.	NOTHING MUCH	1	2
24	m.	OTHER (SPECIFY)	1	2

Study, physical activity, recreation activities

3. About how much free time would you say that you have on the average weekday, during which you can do anything you are able to do?

<3 hours	21
3-5 hours	51
6-8 hrs	24
>8 hours	5

4a. Do you usually leave here on week-ends and holidays?

YES	1	34
NO	2	66

4b. (IF NO) About how many hours of free time do you usually have on the average Saturday, Sunday, or holiday?

3-5 hrs	-
6-8 hrs	37
>8 hours	63

Percentages

5. Do you like to read?

YES	1	93
NO	2	8
OTHER (SPECIFY)	3	-

6. How well would you say you read?

VERY WELL	1	19
PRETTY WELL	2	52
ENOUGH TO GET BY	3	19
NOT VERY WELL	4	9
DON'T READ	5	-

7. Would you like to have individual help so that you could learn to read better?

YES	1	63
NO	2	36
DON'T KNOW	3	2

8a. Do you have any physical or visual handicap which makes reading difficult?

YES	1	9
NO (SKIP TO Q9)	2	91

8b. (IF YES) Did you know that there are special materials, such as talking books on records or cassettes, large print books, special magnifying glasses, page turners, etc. available for people with visual or physical handicaps that make reading difficult?

YES	1	17
NO (SKIP TO Q9)	2	83

8c. (IF YES) Have you ever used such materials?

YES	1	100
NO (SKIP TO Q9)	2	

8d. (IF YES) Have you used them in this institution?

YES	1	100
NO (SKIP TO Q9)	2	-

8e. (IF YES) Have you had any problems with use of such materials?

YES	1	-
NO (SKIP TO Q9)	2	100

8f. (IF YES) What problems have you had? ____________________

9. Do you like to look at picture books or pictures in magazines?

YES	1	91
NO	2	9

10. When you read, do you prefer (READ) (CIRCLE ONE ONLY)

		Percentages
Books?	1	53
Magazines?	2	41
Newspapers?	3	5
Something else?	4	2

11. When was the last time you read a book? (CIRCLE ONE ONLY)

WITHIN LAST WEEK	1	81
WITHIN LAST MONTH	2	8
WITHIN LAST SIX MONTHS	3	6
WITHIN LAST YEAR	4	2
MORE THAN A YEAR AGO	5	5
DON'T READ	6	-

12. In what subject areas do you like to read? (CIRCLE ALL THAT APPLY)

a.	DON'T READ	1	-
b.	MYSTERIES	1	55
c.	WESTERNS	1	34
d.	SCIENCE FICTION	1	39
e.	ROMANCES	1	49
f.	OTHER FICTION	1	39
g.	BIOGRAPHY	1	36
h.	HISTORY	1	34
i.	SCIENCE	1	31
j.	SOCIAL SCIENCE	1	6
k.	HEALTH & MEDICINE	1	10
l.	PSYCHOLOGY	1	5
m.	RELIGION	1	19
n.	SPORTS	1	70
o.	VOCATIONAL TRAINING	1	55
p.	OTHER (SPECIFY)	1	40

Comics, Motor Cycles, other

13. Where do you get your books or other materials? (CIRCLE ALL THAT APPLY)

a.	BUY OR SUBSCRIBE	1	16
b.	BROUGHT BY FRIENDS OR RELATIVES	1	27
c.	BORROW FROM OTHER PATIENTS	1	15
d.	FROM PATIENT/SCHOOL LIBRARY	1	54
e.	FROM ANOTHER LIBRARY	1	2
f.	FROM BOOKMOBILE	1	19
g.	OTHER (SPECIFY)	1	49

Materials available in housing units

Percentages

14a. Do you enjoy listening to records?

YES........................	1	100
NO (SKIP TO Q17)...........	2	

14b. (IF YES) What kinds of records do you prefer? (CIRCLE ALL THAT APPLY)

a. CLASSICAL MUSIC........	1	18
b. JAZZ...................	1	39
c. MUSICAL SHOWS..........	1	15
d. RELIGIOUS MUSIC........	1	22
e. COUNTRY AND WESTERN....	1	25
f. ROCK...................	1	79
g. OTHER POPULAR MUSIC....	1	16
h. OTHER (SPECIFY)........	1	58

Soul, disco, other

15a. Have you listened to any records since you were here?

YES........................	1	69
NO (SKIP TO Q16)...........	2	31

15b. (IF YES) Where did you get the records to which you listened?

(CIRCLE ALL THAT APPLY)

a. BUY OR SUBSCRIBE........................	1	35
b. BROUGHT BY FRIENDS OR RELATIVES.........	1	22
c. BORROW FROM OTHER PATIENTS..............	1	37
d. FROM PATIENT LIBRARY....................	1	4
e. FROM ANOTHER LIBRARY....................	1	2
f. FROM BOOKMOBILE.........................	1	100
g. OTHER (SPECIFY).........................	1	39

16. Do you enjoy programs where records are played to groups of people?
(Would you)

YES........................	1	85
NO.........................	2	15

17. Would you like to have someone read aloud to you or to your group?

YES........................	1	55
NO.........................	2	46

18a. Would you like to join a group to discuss your hobbies or interests?

YES........................	1	78
NO.........................	2	22

18b. (IF YES) What are the hobbies or interests you would like to discuss?

Vocations or hobbies, sports, personal problems and feelings, other.

Percentages

19a. Would you like to have career materials, information, and programs available?

YES........................ 1 86
NO......................... 2 14

19b. (IF YES) For what kind of careers?

---

20. Would you like to have more information about your illness or disability and how others have coped with a similar illness or disability?

YES........................ 1 30
NO......................... 2 70

21a. Would you like to have more film programs available to you?

YES........................ 1 97
NO......................... 2 3

21b. (IF YES) What kind of films?

Action/drama, sports, police/detective, science fiction, other.

22a. Before you came here, did you use the public library in your community?

YES........................ 1 69
NO (SKIP TO Q23a).......... 2 31

22b. (IF YES) For what purposes did you use the public library? Did you use it for (READ)

		YES	NO
a.	Information or materials related to school?...............	1 72	
b.	Information or materials related to your job?.............	1 4	
c.	Information or materials related to personal interest or needs?..	1 41	
d.	To acquire reading materials for leisure-time use?........	1 46	
e.	To acquire other materials for leisure-time use?..........	1 7	
f.	For some other purpose? (SPECIFY).........................	1 2	

23a. Can you go to the library in this institution by yourself whenever you wish?

YES........................ 1 71
NO......................... 2 29

23b. (IF NO) Are you regularly taken, or have the opportunity to be taken, to the library here?

YES........................ 1 44
NO......................... 2 56

Percentages

24a. Have you ever visited the library in this institution?

YES	1	49
NO	2	4
No Response		46

24b. (IF NO) Is there any reason for your not visiting the library?

(CIRCLE ALL THAT APPLY)

a.	NO REASON GIVEN	1	-
b.	CAN'T GET THERE	1	33
c.	NO ONE WILL TAKE ME	1	67
d.	DON'T READ	1	-
e.	NOT INTERESTED	1	-
f.	OTHER (SPECIFY)	1	-

GO TO Q26

24c. (IF YES) About how often do you visit the library?

WEEKLY	1	79
AT LEAST ONCE A MONTH	2	12
INFREQUENTLY	2	9
OTHER (SPECIFY)	4	-

25. For what purpose(s) do you visit the library? (CIRCLE ALL THAT APPLY)

a.	BORROW READING MATERIALS	1	79
b.	ATTEND A LIBRARY PROGRAM OR GROUP DISCUSSION	1	15
c.	LISTEN TO RECORDS	1	3
d.	READ MAGAZINES OR NEWSPAPER	1	39
e.	OTHER (SPECIFY)	1	33

Reference, browse, visit

26. Have you ever borrowed reading materials from a book cart or other source on your ward? (CIRCLE ONE ONLY)

NO MATERIALS AVAILABLE ON WARD	1	45
YES, HAVE BORROWED FROM BOOK CART	2	8
YES, HAVE BORROWED FROM OTHER WARD SOURCE (SPECIFY) Shelves or table	3	42
NO, HAVE NOT USED WARD SERVICE	4	6

27. What kinds of materials do you borrow from the library or book cart? (CIRCLE ALL THAT APPLY)

a.	DON'T USE LIBRARY OR BOOK CART	1	22
b.	PAPERBACK BOOKS	1	57
c.	HARDCOVER BOOKS	1	33
d.	MAGAZINES	1	49
e.	PICTURE BOOKS	1	8
f.	OTHER (SPECIFY)	1	12

Comics, newspapers, film strips

28. Do you prefer to have library services brought to you on the ward, or to go to the library for materials and/or services? (CIRCLE ONE)

ON WARD	1	7
IN LIBRARY	2	93

Percentages

29a. Are the hours of library operations or programs convenient for you?

YES........................	1	87
NO.........................	2	14

29b. (IF NO) Why not?

Need extended hours

30. Should the library be open, and programs available to you, on some evenings and week-ends and holidays?

YES........................	1	91
NO.........................	2	9

31. Do you find library staff helpful to you in locating materials or information both in the library and from other sources?

YES........................	1	79
NO.........................	2	-
HAVEN'T ASKED FOR HELP.....	3	21

32. Are ward or cottage personnel helpful to you, either in getting to the library or in using materials obtained from the library?

YES........................	1	63
NO.........................	2	22
DON'T KNOW.................	3	15

33a. In general, would you say that you are satisfied with the library materials and services available to you here?

YES........................	1	70
NO.........................	2	29
HAVEN'T USED...............	3	2

33b. (IF NO) Why not?

Inadequate collection, opportunities to visit too limited.

34a. Have you ever visited the bookmobile from the county public library which comes here periodically?

YES........................	1	39
NO.........................	2	42
NO BOOKMOBILE SERVICE......	3	19

34b. (IF YES) What do you borrow from the bookmobile? (CIRCLE ALL THAT APPLY)

a.	PAPERBACK BOOKS........	1	72
b.	HARDCOVER BOOKS........	1	44
c.	PICTURE BOOKS..........	1	8
d.	MAGAZINES..............	1	32
e.	RECORDS................	1	-
f.	OTHER (SPECIFY)........	1	20

Comic books

35. Do you consider that bookmobile materials satisfactorily supplement what is available in the library?

YES........................	1	81
NO.........................	2	19

Percentages

36a. Are there any library programs or services not now available to you that you would like to have provided here?

YES........................	1	51
NO.........................	2	49

36b. (IF YES) What are they?

Expanded collection print and non-print; career information, more AV loan equipment, programs, more frequent opportunity to visit; extended service hours.

PERSONAL INFORMATION

A. SEX (FROM OBSERVATION)

MALE.......................	1	94
FEMALE.....................	2	6

B. What is your age? Are you

Under 21...................	1	100
21-24......................	2	-
25-54......................	3	-
55 or over.................	4	-

C. How many years of school have you completed? ______________

(CIRCLE ONE ONLY)

GRADE COMPLETED	AGE UNDER 25		AGE 25 AND OVER
NONE..................	01	-	02
1 - 8.................	03	37	04
9 - 12................	05	60	06
HIGH SCHOOL GRADUATE..	07	3	08
13 OR MORE............	09	-	10

D. Are you in a school program (either regular classes or adult education classes)?

YES........................	1	99
NO.........................	2	2

E. RACE (FROM OBSERVATION)

BLACK......................	1	55
HISPANIC...................	2	2
ORIENTAL...................	3	-
WHITE......................	4	43
OTHER (SPECIFY)............	5	-

____

F. Thank you for answering our questions. Do you have any comments or suggestions you would like to make?

____

____

____

APPENDIX B-2

Maryland State Department of Health
and Mental Hygiene

INSTITUTIONAL SURVEY
April 1979

Patient's Comments

ADMINISTRATION: Juvenile Services

INSTITUTION: Boys' Forestry Camps

- GED test May
- Study. GED H.S. candidate (exams next month June)
- Working on GED - (H.S.). Will take finals in June.
- Get help now - reading improvement, mathematics.
- More true books on drug use and winning the conflict over drugs, or drinking, etc.
- Working on GED (H.S.); will complete next year.
- All library facilities associated with and part of school classroom. No book shelf indoors.
- Get in some new books.
- Should have more difficult books.

INSTITUTION: Maryland Training School for Boys

- Likes to sketch from magazines; likes art work.
- Library open more often.

INSTITUTION: Montrose School

- Likes to go to library often (most would). No one to man library or teacher won't permit us to go.
- Cottage book shelf outdated; not kept up.
- Library is nice place for uneducated; should have students spend more time here.

INSTITUTION: Thomas J. Waxter Children's Center

- Likes picture books. Would like to get started in auto mech career courses, but their is a waiting time - hasn't signed up for it. Read - can't read too well but can read; likes to read about cars, drugs.
- More gym programs.
- We need music, radio or records, or tapes - anything.
- Blow Waxter up then the public won't have to pay for a library.

APPENDIX B-3

Juvenile Services Administration

Maryland State Department of Health and Mental Hygiene

STAFF QUESTIONNAIRE

A study of library services in the Department of Health and Mental Hygiene is now underway. In order to better understand the needs of staff for job connected and personal information and materials, as well as your use of such information and materials with patients, we are asking that you complete the following questions by checking or completing the blanks as indicated. Your help in providing the information needed for planning purposes is greatly appreciated.

Number of Responses

A. Administration

___ (1) Aged and Chronically Ill
32 (2) Juvenile Services
– – (3) Mental Hygiene
– – (4) Mental Retardation

JSA Youth Centers	6
Maryland Training School	10
Montrose School	8
Waxter Children's Center	8

B. Name of institution **All figures shown are percentages**

C. Occupation

- (1) Doctor
3 (2) Nurse
3 (3) Administrator
3 (4) Therapist
47 (5) Teacher
22 (6) Ward or cottage personnel
22 (7) Other (specify) ______

D. How long have you been employed in this institution?

10 (1) Less than one year
23 (2) One to three years
68 (3) More than three years

E. What is the total length of time you have been employed in your occupation in any institution?

- (1) Less than one year
10 (2) One to three years
65 (3) Three to ten years
26 (4) More than 10 years

1. Do you use any print or audio-visual materials in connection with your job?

81 (1) Yes
19 (2) No

2. Do you require any information services in connection with your job?

87 (1) Yes
13 (2) No

3. (IF YOU USE MATERIALS OR INFORMATION SERVICES IN CONNECTION WITH YOUR JOB) Where do you go for these materials or information? CHECK ALL THAT APPLY

13 (1) Do not use materials or services
34 (2) Buy materials
38 (3) Use staff library in institution
25 (4) Use patient's library in institution
31 (5) Use an academic library
13 (6) Use a medical library
63 (7) Use a public library in the community
28 (8) Use another source (Explain)
Local library, DHMH library, Agriculture, Commercial

4. (IF YOU DO NOT USE THE STAFF LIBRARY IN THE INSTITUTION) Why do you not use the staff library?

38 (1) I use the staff library
56 (2) No staff library in institution
9 (3) Collection does not include adequate materials in needed subject areas
3 (4) Collection is not up to date
3 (5) Library does not carry enough current journal titles
- (6) Library staff is not available to aid in use of materials
- (7) Library staff cannot provide needed information
3 (8) The location of the staff library is not convenient
- (9) The hours of operation of the staff library are not convenient
- (10) Another library is more convenient to use
3 (11) Other (Explain)__________

5. Do you need materials, information, or referrals to prepare patients for return to the community?

69 (1) Yes
31 (2) No

6. Does the staff library provide such materials and a referral service?

16 (1) Yes
6 (2) No
22 (3) Don't know
56 (4) No staff library available

7. Are such materials available in the patient's library?

34 (1) Yes
32 (2) No
29 (3) Don't know

8. Do you have any other source of such materials, information, or referral service?

45 (1) Yes
38 (2) No
17 (3) I don't use such materials, information, or referral

9. (IF YES) What is your source?

Purchased materials, community resources, DHMH library, Juvenile Services, Media specialist.

IF YOU USE THE STAFF LIBRARY IN THE INSTITUTION ANSWER QUESTIONS 10-15

IF YOU DO NOT USE THE STAFF LIBRARY, SKIP TO QUESTION 16

10. What proportion of the library materials, information, and library services you require for your job are you able to find in your staff library?

10 (1) All or nearly all
10 (2) Half or more
80 (3) Some
- (4) Almost none
- (5) Other (Explain)________________________________

11. About how often do you use the staff library?

36 (1) At least once a week
18 (2) At least once a month
36 (3) Occasionally
9 (4) Seldom
- (5) Other (Explain)________________________________

12. For what types of materials do you use the staff library? (Check all that apply)

42 (1) Current periodicals
58 (2) Reference materials
67 (3) Books
- (4) Other (Specify)________________________________

13a. Do you ever request a literature search in some specific subject area?

17 (1) Yes
83 (2) No

13b. (IF YES) Have the searches been satisfactory?

100 (1) Yes
- (2) No

14a. Do you ever request materials (not available in the library) through interlibrary loan?

45 (1) Yes
55 (2) No

14b. (IF YES) Have you usually received the requested material promptly?

80 (1) Yes
20 (2) No

15a. In general, would you say that the staff library satisfactorily meets your job related library needs?

70 (1) Yes
30 (2) No

15b. (IF NO) Why not? Not sufficient material.

16. How do you use the patients/school library in connection with your job?

22 (1) Don't use the patients/school library in connection with my job
41 (2) Encourage patients to go to library and/or to use library materials and attend library programs
19 (3) Take patients to the library or to library programs
16 (4) Help patients use library materials
28 (5) Suggest particular library materials for patient use
22 (6) Assign library use or programs as part of individual treatment program
22 (7) Other (Explain) Job information

17a. Do you feel that the patients library could be a useful adjunct to your work with patients?

73 (1) Yes
27 (2) No

17b. (IF YES) How do you think the patient/school library could support your work with patients?

For orientation, information, counseling.

To make aware of social change.

18. How would you evaluate the patient/school library in terms of meeting patient needs?

a. ____ (1) I am not familiar with the patient/school library
b. Collection is ____ (1) Adequate and current
____ (2) Inadequate or not current
c. Staff services are ____ (1) Satisfactory
____ (2) Non-existent or inadequate
d. Library programs are ____ (1) Helpful and adequate
____ (2) Helpful but not adequate
____ (3) Non-existent or inadequate
e. Library hours are ____ (1) Adequate
____ (2) Inadequate

19. What materials and/or services for patients would you like to see provided by the patient/school library which are not now provided.

More materials, equipment, hours, staff; more currency in materials; more variety; more opportunity for students to use.

20a. Do you use the patients library for personal information and library needs?

64 (1) Yes
36 (2) No (SKIP TO QUESTION 24)

20b. (IF YES) Does this use supplement or replace use of the public library in your community?

94 (1) Supplements public library service
6 (2) Replaces public library service

21. How frequently do you use the patients library?

61 (1) At least once a week
11 (2) At least once a month
28 (3) Occasionally

22. Which services of the patients library do you use?

72 (1) Borrow paperback books
50 (2) Borrow hardcover books
61 (3) Borrow or read magazines
67 (4) Use reference materials
17 (5) Borrow or use films, filmstrips, slides
- (6) Borrow or listen to records
22 (7) Attend library program
6 (8) Other (Explain)____

23a. Do you consider that the patients library adequately meets your personal library and information needs?

41 (1) Yes
59 (2) No

23b. (IF NO) Why not? Quantity and quality of materials inadequate. Need more staff, space, and hours.

24. Do you use the bookmobile services provided at the institution by the county public library system?

71 (1) Yes
29 (2) No
- (3) No bookmobile services provided at this institution

25. Do you use this service for personal or job related needs?

Percent of Users
5 (1) Personal needs
37 (2) Job related needs
58 (3) Both personal and job related needs

26. Does use of the bookmobile supplement or replace use of the public library in your community?

79 (1) Supplements public library service
21 (2) Replaces public library service

27. Which bookmobile services do you use?

- (1) Don't use bookmobile services
77 (2) Borrow paperback books
77 (3) Borrow hardcover books
32 (4) Borrow magazines
14 (5) Borrow records
32 (6) Request materials not found on the bookmobile
9 (7) Other (Explain)______________________________

28. Does the bookmobile service adequately meet your personal and/or job related library and information needs?

47 (1) Yes
53 (2) No
- (3) Don't use bookmobile

PERSONAL INFORMATION

29. Your sex. 45 (1) Male 55 (2) Female

30. Your age.
3 (1) Under 25
65 (2) 25-44
32 (3) 45-64
- (4) 65 or over

31. Years of school completed.

- (1) Less than 12
6 (2) High school graduate
23 (3) 13-15
13 (4) College graduate
58 (5) Advanced degree

32. Thank you for answering these questions. Do you have any comments or suggestions that you would like to make concerning improvements to the library services provided in your institution?

____

____

____

JSA Youth Centers

Need more state support (dollars).
Students will be returning to society and need to be cognizant of changes.
Lack of funds restricts both the quantity and quality of materials.
Have made reading and knowledge of library materials part of curriculum.
Need more paperbacks, mini-catalog, scholastic magazines and pocket dictionaries.
Teachers should have some input in materials selection.

Maryland Training School

Steps are being taken to re-establish library services at institution. More funds, administrative support would be helpful. Students need use of library on regular basis.
Student library not staffed in past. Bookmobile does not seem to come on regular basis. Administration should give full support to new librarian. Would like to see more material for staff use in library.
Need up-to-date listing of Community Programs, current reading on juvenile problems.
Many questions not applicable prior to appointment of a librarian. We await the opening of the library with great anticipation.

Montrose School

Provide a larger budget so more staff could be hired, hours extended, more materials purchased and better facility provided.
Students should have more opportunities to familiarize themselves with library resources and to sign out books.
Encourages ability of the students to work with supervision other than teacher.
Need a lot more library time for students, also more reading material.

Waxter Children's Center

We need more and broader services and materials.
Patients library does not contain the kind of book that would be useful in supporting work with patients. Library services should be expanded.
Need more funds for more materials.

APPENDIX C

RESPONSES TO SURVEYS
MENTAL HYGIENE ADMINISTRATION

C-1: Summary of Responses to Patient Interviews
C-2: Patient Comments on Library Services by Institution
C-3: Summary of Responses to Staff Questionnaire

APPENDIX C-1

Mental Hygiene Administration

Maryland State Department of Health and Mental Hygiene

PATIENT'S QUESTIONNAIRE

		No. of Responses	
A.	Administration	91	

B. **Institutions**

Crownsville Center	17	Springfield Center	16
Eastern Shore Center	14	Spring Grove Center	16
Clifton T. Perkins Center	16		
Regional Institute for Children and Adolescents (RICA)			12

C. Patient Status

Ambulatory.................................. 1 99
Bed-bound................................... 2 -
Other (Specify) Wheelchair 3 1

---

1. How long have you been resident here? ______________

LESS THAN ONE WEEK........................ 1 2
ONE WEEK TO ONE MONTH..................... 2 11
BETWEEN 1 AND 6 MONTHS.................... 3 33
BETWEEN 6 MONTHS AND ONE YEAR............. 4 19
BETWEEN 1 AND 3 YEARS..................... 5 17
MORE THAN 3 YEARS......................... 6 18

2. What do you usually do during your free time? CIRCLE ALL THAT APPLY

a. PLAY SPORTS.............................. 1 22 2
b. WATCH TV................................. 1 53 2
c. VISIT WITH OTHER PERSONS ON THE WARD... 1 9 2
d. PLAY GAMES OR CARDS OR WORK PUZZLES.... 1 26 2
e. READ BOOKS............................... 1 71 2
f. VISIT THE LIBRARY........................ 1 29 2
g. READ MAGAZINES........................... 1 56 2
h. READ NEWSPAPERS.......................... 1 39 2
i. LISTEN TO THE RADIO...................... 1 56 2
j. LISTEN TO RECORDS........................ 1 57 2
k. WATCH PEOPLE MOVING AROUND............... 1 8 2
l. NOTHING MUCH............................. 1 2 2
m. OTHER (SPECIFY).......................... 1 42 2
Miscellaneous activities

3. About how much free time would you say that you have on the average weekday, during which you can do anything you are able to do?

<3 hours 7
3-5 hours 40
6-8 hours 49
>8 hours 4

4a. Do you usually leave here on week-ends and holidays?

YES.......................1 ____
NO........................2 ____

4b. (IF NO) About how many hours of free time do you usually have on the average Saturday, Sunday, or holiday?

3-5 hours 2
6-8 hours 53
>8 hours 45

5. Do you like to read?

YES	1	87
NO	2	9
OTHER (SPECIFY)	3	4

Sometimes or can't read

6. How well would you say you read?

VERY WELL	1	31
PRETTY WELL	2	41
ENOUGH TO GET BY	3	16
NOT VERY WELL	4	9
DON'T READ	5	2

7. Would you like to have individual help so that you could learn to read better?

YES	1	43
NO	2	56
DON'T KNOW	3	1

8a. Do you have any physical or visual handicap which makes reading difficult?

YES	1	12
NO (SKIP TO Q9)	2	82

8b. (IF YES) Did you know that there are special materials, such as talking books on records or cassettes, large print books, special magnifying glasses, page turners, etc. available for people with visual or physical handicaps that make reading difficult?

YES	1	50
NO (SKIP TO Q9)	2	50

8c. (IF YES) Have you ever used such materials?

YES	1	40
NO (SKIP TO Q9)	2	60

8d. (IF YES) Have you used them in this institution?

YES	1	100
NO (SKIP TO Q9)	2	-

8e. (IF YES) Have you had any problems with use of such materials?

YES	1	-
NO (SKIP TO Q9)	2	100

8f. (IF YES) What problems have you had? ______________________

____

9. Do you like to look at picture books or pictures in magazines?

YES	1	91
NO	2	9

10. When you read, do you prefer (READ) (CIRCLE ONE ONLY)

Books?	1	55
Magazines?	2	35
Newspapers?	3	7
Something else?	4	4

11. When was the last time you read a book? (CIRCLE ONE ONLY)

WITHIN LAST WEEK	1	49
WITHIN LAST MONTH	2	16
WITHIN LAST SIX MONTHS	3	10
WITHIN LAST YEAR	4	3
MORE THAN A YEAR AGO	5	20
DON'T READ	6	2

12. In what subject areas do you like to read? (CIRCLE ALL THAT APPLY)

a.	DON'T READ	1	-	2
b.	MYSTERIES	1	26	2
c.	WESTERNS	1	18	2
d.	SCIENCE FICTION	1	25	2
e.	ROMANCES	1	24	2
f.	OTHER FICTION	1	26	2
g.	BIOGRAPHY	1	23	2
h.	HISTORY	1	25	2
i.	SCIENCE	1	31	2
j.	SOCIAL SCIENCE	1	12	2
k.	HEALTH & MEDICINE	1	18	2
l.	PSYCHOLOGY	1	18	2
m.	RELIGION	1	35	2
n.	SPORTS	1	32	2
o.	VOCATIONAL TRAINING	1	18	2
p.	OTHER (SPECIFY)	1	60	2

Magazines, miscellaneous subject areas

13. Where do you get your books or other materials? (CIRCLE ALL THAT APPLY)

a.	BUY OR SUBSCRIBE	1	28	2
b.	BROUGHT BY FRIENDS OR RELATIVES	1	17	2
c.	BORROW FROM OTHER PATIENTS	1	5	2
d.	FROM PATIENT/SCHOOL LIBRARY	1	68	2
e.	FROM ANOTHER LIBRARY	1	10	2
f.	FROM BOOKMOBILE	1	2	2
g.	OTHER (SPECIFY)	1	16	2

Housing unit shelves, canteen book shelf, ward magazines

14a. Do you enjoy listening to records?

YES........................ 1 99
NO (SKIP TO Q17)........... 2 1

14b. (IF YES) What kinds of records do you prefer? (CIRCLE ALL THAT APPLY)

a. CLASSICAL MUSIC........ 1 34 2
b. JAZZ.................. 1 43 2
c. MUSICAL SHOWS.......... 1 20 2
d. RELIGIOUS MUSIC........ 1 18 2
e. COUNTRY AND WESTERN.... 1 38 2
f. ROCK.................. 1 49 2
g. OTHER POPULAR MUSIC.... 1 19 2
h. OTHER (SPECIFY)........ 1 44 2
Miscellaneous

15a. Have you listened to any records since you were here?

YES........................ 1 80
NO (SKIP TO Q16)........... 2 20

15b. (IF YES) Where did you get the records to which you listened?

(CIRCLE ALL THAT APPLY)

a. BUY OR SUBSCRIBE........................ 1 7 2
b. BROUGHT BY FRIENDS OR RELATIVES......... 1 3 2
c. BORROW FROM OTHER PATIENTS.............. 1 14 2
d. FROM PATIENT LIBRARY.................... 1 49 2
e. FROM ANOTHER LIBRARY.................... 1 3 2
f. FROM BOOKMOBILE......................... 1 100 2
g. OTHER (SPECIFY)......................... 1 37 2
Recreation center, music room, etc.

16. Do you enjoy programs where records are played to groups of people? (Would you)

YES........................ 1 85
NO......................... 2 15

17. Would you like to have someone read aloud to you or to your group?

YES........................ 1 53
NO......................... 2 47

18a. Would you like to join a group to discuss your hobbies or interests?

YES........................ 1 74
NO......................... 2 26

18b. (IF YES) What are the hobbies or interests you would like to discuss?

Occupational activities, music, arts and crafts, miscellaneous activities, personal problems and feelings, current events, etc.

19a. Would you like to have career materials, information, and programs available?

YES........................ 1 67
NO......................... 2 33

19b. (IF YES) For what kind of careers?

Arts and crafts, miscellaneous specific occupations

20. Would you like to have more information about your illness or disability and how others have coped with a similar illness or disability?

YES........................ 1 49
NO......................... 2 51

21a. Would you like to have more film programs available to you?

YES........................ 1 86
NO......................... 2 14

21b. (IF YES) What kind of films?

Action/drama, Western, romance, comedies, adventure, etc.

22a. Before you came here, did you use the public library in your community?

YES........................ 1 72
NO (SKIP TO Q23a).......... 2 28

22b. (IF YES) For what purposes did you use the public library? Did you use it for (READ)

		YES	NO
a.	Information or materials related to school?...............	1 31	2
b.	Information or materials related to your job?.............	1 5	2
c.	Information or materials related to personal interest or needs?..	1 43	2
d.	To acquire reading materials for leisure-time use?........	1 71	2
e.	To acquire other materials for leisure-time use?..........	1 11	2
f.	For some other purpose? (SPECIFY).........................	1 2	2

23a. Can you go to the library in this institution by yourself whenever you wish?

YES........................ 1 43
NO......................... 2 58

23b. (IF NO) Are you regularly taken, or have the opportunity to be taken, to the library here?

YES........................ 1 70
NO......................... 2 30

24a. Have you ever visited the library in this institution?

YES........................ 1 76
NO......................... 2 24

24b. (IF NO) Is there any reason for your not visiting the library?

(CIRCLE ALL THAT APPLY)

GO TO Q26

a. NO REASON GIVEN........ 1 9 2
b. CAN'T GET THERE........ 1 5 2
c. NO ONE WILL TAKE ME.... 1 9 2
d. DON'T READ............. 1 - 2
e. NOT INTERESTED......... 1 27 2
f. OTHER (SPECIFY)........ 1 55 2

No library; unaware of library/location

24c. (IF YES) About how often do you visit the library?

WEEKLY..................... 1 61
AT LEAST ONCE A MONTH...... 2 10
INFREQUENTLY............... 2 28
OTHER (SPECIFY)............ 4 1

25. For what purpose(s) do you visit the library? (CIRCLE ALL THAT APPLY)

a. BORROW READING MATERIALS:............... 1 94 2
b. ATTEND A LIBRARY PROGRAM OR GROUP DISCUSSION.............................. 1 6 2
c. LISTEN TO RECORDS....................... 1 33 2
d. READ MAGAZINES OR NEWSPAPER............. 1 42 2
e. OTHER (SPECIFY)......................... 1 19 2

Read in library, reference, etc.

26. Have you ever borrowed reading materials from a book cart or other source on your ward? (CIRCLE ONE ONLY)

NO MATERIALS AVAILABLE ON WARD.............. 1 57
YES, HAVE BORROWED FROM BOOK CART........... 2 7
YES, HAVE BORROWED FROM OTHER WARD SOURCE (SPECIFY) Bookshelves 3 29
NO, HAVE NOT USED WARD SERVICE.............. 4 13

27. What kinds of materials do you borrow from the library or book cart? (CIRCLE ALL THAT APPLY)

a. DON'T USE LIBRARY OR BOOK CART.......... 1 19 2
b. PAPERBACK BOOKS......................... 1 60 2
c. HARDCOVER BOOKS......................... 1 25 2
d. MAGAZINES............................... 1 46 2
e. PICTURE BOOKS........................... 1 - 2
f. OTHER (SPECIFY)......................... 1 6 2

Magazines, newspapers

28. Do you prefer to have library services brought to you on the ward, or to go to the library for materials and/or services? (CIRCLE ONE)

ON WARD.................... 1 22
IN LIBRARY................. 2 78

29a. Are the hours of library operations or programs convenient for you?

YES........................ 1 72
NO......................... 2 28

29b. (IF NO) Why not?

Not open enough hours and days

30. Should the library be open, and programs available to you, on some evenings and week-ends and holidays?

YES........................ 1 69
NO......................... 2 31

31. Do you find library staff helpful to you in locating materials or information both in the library and from other sources? Respondents with libraries

YES........................ 1 83
NO......................... 2 3
HAVEN'T ASKED FOR HELP..... 3 14

32. Are ward or cottage personnel helpful to you, either in getting to the library or in using materials obtained from the library?

YES........................ 1 43
NO......................... 2 22
DON'T KNOW................. 3 35

33a. In general, would you say that you are satisfied with the library materials and services available to you here?

YES........................ 1 64
NO......................... 2 25
HAVEN'T USED............... 3 11

33b. (IF NO) Why not?

Library not accessible; need more access; need more and better materials; need way to get materials through ward personnel.

34a. Have you ever visited the bookmobile from the county public library which comes here periodically?

YES........................ 1 11
NO......................... 2 ~~51~~
NO BOOKMOBILE SERVICE...... 3 ~~38~~

34b. (IF YES) What do you borrow from the bookmobile? (CIRCLE ALL THAT APPLY)

a. PAPERBACK BOOKS........ 1 63 2
b. HARDCOVER BOOKS........ 1 50 2
c. PICTURE BOOKS.......... 1 - 2
d. MAGAZINES.............. 1 - 2
e. RECORDS................ 1 - 2
f. OTHER (SPECIFY)........ 1 - 2

35. Do you consider that bookmobile materials satisfactorily supplement what is available in the library?

YES........................ 1 90
NO......................... 2 10

36a. Are there any library programs or services not now available to you that you would like to have provided here?

YES........................ 1 42
NO......................... 2 58

36b. (IF YES) What are they?

More and specific books and records; increased service hours; more programs.

PERSONAL INFORMATION

A. SEX (FROM OBSERVATION)

MALE....................... 1 63
FEMALE..................... 2 37

B. What is your age? Are you

Under 21................... 1 28
21-24...................... 2 11
25-54...................... 3 50
55 or over................. 4 11

C. How many years of school have you completed? ____________

	GRADE COMPLETED	(CIRCLE ONE ONLY) AGE UNDER 25	AGE 25 AND OVER
-	NONE..................	01	02
29	1 - 8.................	03	04
33	9 - 12................	05	06
11	HIGH SCHOOL GRADUATE..	07	08
27	13 OR MORE............	09	10

D. Are you in a school program (either regular classes or adult education classes)?

YES........................ 1 37
NO......................... 2 63

E. RACE (FROM OBSERVATION)

BLACK...................... 1 34
HISPANIC................... 2 7
ORIENTAL................... 3 1
WHITE...................... 4 58
OTHER (SPECIFY)............ 5 -

____

F. Thank you for answering our questions. Do you have any comments or suggestions you would like to make?

____

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APPENDIX C-2

Maryland State Department of Health
and Mental Hygiene

INSTITUTIONAL SURVEY
April 1979

Patient's Comments

ADMINISTRATION: Mental Hygiene

INSTITUTION: Crownsville Hospital Center

- Some patients destroy magazines provided to wards. Patients don't return books. Ward attendants don't have time to bring patients to library as often as they would like.
- Please provide books in Russian, German and French language on travel.
- Difficult for ward employees to get materials for wards.
- Have poetry reading program - very well liked, each patient takes turn reading poetry and telling why they liked that poem.
- Uses library only to read the Bible. Likes to read Bible only.
- More up-to-date books on politics, religion, health.
- Discussion groups.
- I loved this interview.
- Should have sheet music.

INSTITUTION: Eastern Shore Hospital Center

- Patient did not know there was a library in hospital.
- Prefers large-print books. Didn't know there was a library at hospital. (Patient also indicated no interest in library or reading.)
- Patient not too rational. Patient could not read.
- Ward book shelf has magazines & books but outdated.
- Would like library to have lots of classical music.
- Should have more records in the library.

INSTITUTION: Clifton T. Perkins Hospital Center

- Need more books on crafts and how-to crafts. Very enthusiastic library users - many other patients are also enthusiastic library users. Could use a lot more materials: general type of information, every area. No means of ordering a specific book that he knows of: didn't know of Bookmobile visits. Have chess group programs.
- Not beneficial to patient. No penalty for not returning books. Should be separate room for tape listening and reading. Should be full-time librarian. Don't throw out old books but give to patients.
- More pornography.
- Would like individual therapist.
- Would like to go to library more often.
- Should have more access to library. More reference materials. More law books. Better use of bookmobile.

INSTITUTION: Regional Institute for Children and Adolescents (RICA)

- I don't read too much.
- Would like to spend a day in a DIESEL REPAIR shop or DIESEL REPAIR school.
- Not good reader, doesn't read much. Interested in building things. Few books and magazines on ward badly torn and not kept up; seldom used.
- Taken to library once a week as a group.
- Material at ward badly torn - not kept up.
- Very young shy girl.
- Few things in ward are badly torn and mutilated.

INSTITUTION: Springfield Hospital Center

- Working on GED here. Like drawing and sculpting. More materials on art and how-to-do. Art materials.
- Library should be open at all times. Would like library to sponsor a drama program.
- Likes records but seldom played on ward.
- Prefer bookmobile service to our building because I don't have to walk to library (more convenient). Bookmobile has later, current books. Very few people read at this hospital.
- Would like to see librarian visit all the wards rather than just some. (Need book cart service to wards which cannot visit the library.) Prefers large-print books - eyes weak.
- Glad to meet you and thanks for asking.
- Go stuff it.
- I think it is a poor library. Overstocked in fiction. Mrs. Jaffee is excellent person. Should have higher education reading materials.
- Should bring books around to those who can't go to library.

INSTITUTION: Spring Grove Hospital Center

- Library day is Thursday for my cottages have horticulture. Need new record player in ward - broken.
- Enjoyed interview.
- Have started film and discussions go at library. No newspapers.
- Patient very agitated. Ward material outdated.
- Open Mondays and Saturdays.
- Library is very nice thing.
- Poor lighting in ward.

APPENDIX C -3

Mental Hygiene Administration

Maryland State Department of Health and Mental Hygiene

STAFF QUESTIONNAIRE

A study of library services in the Department of Health and Mental Hygiene is now underway. In order to better understand the needs of staff for job connected and personal information and materials, as well as your use of such information and materials with patients, we are asking that you complete the following questions by checking or completing the blanks as indicated. Your help in providing the information needed for planning purposes is greatly appreciated.

Number of Responses

Crownsville	8
Eastern Shore	11
Clifton T. Perkins	10
RICA	8
Spring Grove	10
Springfield	11

A. Administration

____ (1) Aged and Chronically Ill
____ (2) Juvenile Services
__58__ (3) Mental Hygiene
____ (4) Mental Retardation

ALL FIGURES SHOWN ARE PERCENTAGES

B. Name of institution ____________________

C. Occupation

__10__ (1) Doctor
__46__ (2) Nurse
__9__ (3) Administrator
__6__ (4) Therapist
__14__ (5) Teacher
__5__ (6) Ward or cottage personnel
__31__ (7) Other (specify) Psychologist, nutritionist, social worker, guard, etc.

D. How long have you been employed in this institution?

__5__ (1) Less than one year
__12__ (2) One to three years
__83__ (3) More than three years

E. What is the total length of time you have been employed in your occupation in any institution?

__2__ (1) Less than one year
__7__ (2) One to three years
__43__ (3) Three to ten years
__48__ (4) More than 10 years

1. Do you use any print or audio-visual materials in connection with your job?

84 (1) Yes
16 (2) No

2. Do you require any information services in connection with your job?

95 (1) Yes
5 (2) No

3. (IF YOU USE MATERIALS OR INFORMATION SERVICES IN CONNECTION WITH YOUR JOB) Where do you go for these materials or information? CHECK ALL THAT APPLY

3 (1) Do not use materials or services
67 (2) Buy materials
76 (3) Use staff library in institution
24 (4) Use patient's library in institution
40 (5) Use an academic library
34 (6) Use a medical library
64 (7) Use a public library in the community
31 (8) Use another source (Explain)
Own collection; miscellaneous sources

4. (IF YOU DO NOT USE THE STAFF LIBRARY IN THE INSTITUTION) Why do you not use the staff library?

76 (1) I use the staff library
12 (2) No staff library in institution
12 (3) Collection does not include adequate materials in needed subject areas
9 (4) Collection is not up to date
9 (5) Library does not carry enough current journal titles
4 (6) Library staff is not available to aid in use of materials
2 (7) Library staff cannot provide needed information
5 (8) The location of the staff library is not convenient
4 (9) The hours of operation of the staff library are not convenient
5 (10) Another library is more convenient to use
7 (11) Other (Explain) Location inconvenient; materials lack currency.

5. Do you need materials, information, or referrals to prepare patients for return to the community?

70 (1) Yes
28 (2) No
2 Don't Know

6. Does the staff library provide such materials and a referral service?

43 (1) Yes
20 (2) No
23 (3) Don't know
14 (4) No staff library available

7. Are such materials available in the patient's library?

14 (1) Yes
32 (2) No
54 (3) Don't know

8. Do you have any other source of such materials, information, or referral service?

67 (1) Yes
22 (2) No
11 (3) I don't use such materials, information, or referral

9. (IF YES) What is your source?

Interlibrary loan; DHMH library; personal materials; other agencies/libraries; community facilities, etc.

IF YOU USE THE STAFF LIBRARY IN THE INSTITUTION ANSWER QUESTIONS 10-15

IF YOU DO NOT USE THE STAFF LIBRARY, SKIP TO QUESTION 16

10. What proportion of the library materials, information, and library services you require for your job are you able to find in your staff library?

26 (1) All or nearly all
23 (2) Half or more
42 (3) Some
9 (4) Almost none
- (5) Other (Explain)____________________

11. About how often do you use the staff library?

28 (1) At least once a week
33 (2) At least once a month
35 (3) Occasionally
5 (4) Seldom
- (5) Other (Explain)____________________

12. For what types of materials do you use the staff library? (Check all that apply)

72 (1) Current periodicals
58 (2) Reference materials
77 (3) Books
21 (4) Other (Specify) Catalogs, AV

13a. Do you ever request a literature search in some specific subject area?

73 (1) Yes
27 (2) No

13b. (IF YES) Have the searches been satisfactory?

81 (1) Yes
19 (2) No

14a. Do you ever request materials (not available in the library) through interlibrary loan?

69 (1) Yes
31 (2) No

14b. (IF YES) Have you usually received the requested material promptly?

77 (1) Yes
23 (2) No

15a. In general, would you say that the staff library satisfactorily meets your job related library needs?

57 (1) Yes
43 (2) No

15b. (IF NO) Why not? Lack staff; library closed when needed; lack funds; inadequate and obsolete reference collection; not sufficient materials.

16. How do you use the patients/school library in connection with your job?

46 (1) Don't use the patients/school library in connection with my job
47 (2) Encourage patients to go to library and/or to use library materials and attend library programs
22 (3) Take patients to the library or to library programs
20 (4) Help patients use library materials
22 (5) Suggest particular library materials for patient use
13 (6) Assign library use or programs as part of individual treatment program
9 (7) Other (Explain)____________________

17a. Do you feel that the patients library could be a useful adjunct to your work with patients?

77 (1) Yes
23 (2) No

17b. (IF YES) How do you think the patient/school library could support your work with patients?

Encourage patients to read; get patients involved; education, AV materials for class use; leisure use; broaden patient horizons; gain insights and ~~develop skills.~~

18. How would you evaluate the patient/school library in terms of meeting patient needs?

a. 49 (1) I am not familiar with the patient/school library
b. Collection is 26 (1) Adequate and current
17 (2) Inadequate or not current
c. Staff services are 28 (1) Satisfactory
15 (2) Non-existent or inadequate
d. Library programs are 19 (1) Helpful and adequate
21 (2) Helpful but not adequate
- (3) Non-existent or inadequate
e. Library hours are 25 (1) Adequate
19 (2) Inadequate

19. What materials and/or services for patients would you like to see provided by the patient/school library which are not now provided.

More of all materials and services; more health and diet related materials; more periodicals for staff.

20a. Do you use the patients library for personal information and library needs?

15 (1) Yes
85 (2) No (SKIP TO QUESTION 24)

20b. (IF YES) Does this use supplement or replace use of the public library in your community?

88 (1) Supplements public library service
12 (2) Replaces public library service

21. How frequently do you use the patients library?

50 (1) At least once a week
13 (2) At least once a month
38 (3) Occasionally

22. Which services of the patients library do you use?

63 (1) Borrow paperback books
50 (2) Borrow hardcover books
63 (3) Borrow or read magazines
75 (4) Use reference materials
63 (5) Borrow or use films, filmstrips, slides
25 (6) Borrow or listen to records
38 (7) Attend library program
13 (8) Other (Explain)__________

23a. Do you consider that the patients library adequately meets your personal library and information needs?

20 (1) Yes
80 (2) No

23b. (IF NO) Why not? Not full service; not geared to staff; no professional materials; doesn't meet information needs; for adolescent rather than adult use; not open during working hours; not geared to staff needs.

24. Do you use the bookmobile services provided at the institution by the county public library system?

5 (1) Yes
58 (2) No
38 (3) No bookmobile services provided at this institution

25. Do you use this service for personal or job related needs?

- (1) Personal needs
67 (2) Job related needs
33 (3) Both personal and job related needs

26. Does use of the bookmobile supplement or replace use of the public library in your community?

100 (1) Supplements public library service
- (2) Replaces public library service

27. Which bookmobile services do you use?

(1) Don't use bookmobile services
33 (2) Borrow paperback books
67 (3) Borrow hardcover books
- (4) Borrow magazines
33 (5) Borrow records
33 (6) Request materials not found on the bookmobile
33 (7) Other (Explain) talking books

28. Does the bookmobile service adequately meet your personal and/or job related library and information needs?

67 (1) Yes
33 (2) No
- (3) Don't use bookmobile

PERSONAL INFORMATION

29. Your sex. 39 (1) Male 61 (2) Female

30. Your age.

2 (1) Under 25
54 (2) 25-44
43 (3) 45-64
2 (4) 65 or over

31. Years of school completed.

4 (1) Less than 12
9 (2) High school graduate
14 (3) 13-15
20 (4) College graduate
54 (5) Advanced degree

32. Thank you for answering these questions. Do you have any comments or suggestions that you would like to make concerning improvements to the library services provided in your institution?

Crownsville Center

- Need adequate budget.
- Need educational materials for community re-entry for patients; professional materials (educational) minimal in medical library; would be advantage to have library near adult education classes.
- Need library professional. Need structured staff development program (ex. of literature searches helpful). Added staff for more hours. Copying accessibility.
- Needs up-to-date books and other materials.

Eastern Shore Center

- Library services at professional library most satisfactory.
- Our staff librarian is considerate and makes herself available to meet our needs.
- Would get patients more involved in their own treatment and/or release plans. Needs to be more budget for purchase of new books and periodicals.
- Impressed with librarian skills; would like to see loan period lengthened.
- Good librarian, excellent services. More money for books helpful but current information available.
- Excellent staffed library with excellent services. I have no recommendations for change.

Clifton T. Perkins Center

- Need instatllation of Dewey System, more materials.
- Would like to see nursing library in institution (for staff) including professional journals and other publications pertinent to work in this institution.
- No librarian - no real functional (staff) library. Deficient library major gig on recent accreditation. No budgeted librarian position. Even part time librarian would be improvement. Get materials.
- Increase access to reference materials for employees and patients alike.
- Library needs many more books in psychiatry and psychology and should be able to get books by interlibrary loan.
- Need full time librarian to provide full services to patients and staff.
- Library service so limited could be regarded as non-existent.

Regional Institute for Children and Adolescents (RICA)

- Need additional time for academic needs; environmental improvements. Would like to see nursing journals in library.
- Our professional library should be better organized and more complete than at present.
- Add service of interest to patients.

Spring Grove

- (1) Upgrade reference, retrieval system, current publications.
  (2) Increase budgetary allotments to library.
  (3) Provide added library staff.
  (4) Increase AV section.

32. Thank you for answering these questions. Do you have any comments or suggestions that you would like to make concerning improvements to the library services provided in your institution?

____

____

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Spring Grove (continued)

- Have materials geared to patient education in consumer education, coping skills, daily living needs; group materials (cassettes, videotapes).
- Both libraries should function as Learning Resource Center. Staff library good on current awareness. Patient library needs development and more visibility to become more stimulating, involved in total recovery and education of patients.
- We need more financial assistance to improve quality of library (staff library).
- More community re-entry oriented programs.
- Provision of Nursing Journals would greatly benefit our library, as well as updated editions of books.
- I believe the work done in the library is a heavy load for one person. Would like to see a CETA person or volunteer/student to assist the librarian.

Springfield Center

- Patient library needs more staff for more complete programs. Staff library needs more money for materials.
- There should be an increase in materials available relating to therapeutic recreation, recreation skills, etc. (patient library). Interlibrary loan is slow and insufficient for staff needs. Need longer loan period.
- Staff librarian has always been helpful in obtaining reference materials even through interlibrary loan.
- Use library as part of Rx plan - group visits - reading groups - story groups-movie and music group materials. Greater use of AV programs. Open more hours.
- More staff, patient/staff orientation and programs, bibliotherapy; librarians involved directly in patient/staff programs. Special library days - exhibits and programs. More PR on special reading programs and discussion programs.
- Added staff (high school student?) Update and broader coverage of journals. No time to visit on duty - closed free time.

APPENDIX D

SUMMARY OF RESPONSES TO STAFF QUESTIONNAIRE MENTAL RETARDATION ADMINISTRATION

APPENDIX D

Mental Retardation Administration

Maryland State Department of Health and Mental Hygiene

STAFF QUESTIONNAIRE

A study of library services in the Department of Health and Mental Hygiene is now underway. In order to better understand the needs of staff for job connected and personal information and materials, as well as your use of such information and materials with patients, we are asking that you complete the following questions by checking or completing the blanks as indicated. Your help in providing the information needed for planning purposes is greatly appreciated.

Number of Responses

A. Administration

____	(1)	Aged and Chronically Ill	Great Oaks Center	10
____	(2)	Juvenile Services	Henryton Center	12
____	(3)	Mental Hygiene	Holly Center	10
44	(4)	Mental Retardation	Rosewood Center	12

B. Name of institution ALL FIGURES SHOWN ARE PERCENTAGES

C. Occupation

9 (1) Doctor
14 (2) Nurse
14 (3) Administrator
7 (4) Therapist

16 (5) Teacher
14 (6) Ward or cottage personnel
26 (7) Other (specify)
Principals, dietitian
Supervisors, psychologist, volunteer coordinator, dentist, etc.

D. How long have you been employed in this institution?

14 (1) Less than one year
19 (2) One to three years
67 (3) More than three years

E. What is the total length of time you have been employed in your occupation in any institution?

5 (1) Less than one year
23 (2) One to three years
44 (3) Three to ten years
28 (4) More than 10 years

1. Do you use any print or audio-visual materials in connection with your job?

75 (1) Yes
25 (2) No

2. Do you require any information services in connection with your job?

82 (1) Yes
18 (2) No

3. (IF YOU USE MATERIALS OR INFORMATION SERVICES IN CONNECTION WITH YOUR JOB) Where do you go for these materials or information? CHECK ALL THAT APPLY

8 (1) Do not use materials or services
40 (2) Buy materials
50 (3) Use staff library in institution
3 (4) Use patient's library in institution
40 (5) Use an academic library
28 (6) Use a medical library
43 (7) Use a public library in the community
40 (8) Use another source (Explain)
Another institution or agency; borrow, order or buy, State office, etc.

4. (IF YOU DO NOT USE THE STAFF LIBRARY IN THE INSTITUTION) Why do you not use the staff library?

50 (1) I use the staff library
24 (2) No staff library in institution
27 (3) Collection does not include adequate materials in needed subject areas
8 (4) Collection is not up to date
11 (5) Library does not carry enough current journal titles
11 (6) Library staff is not available to aid in use of materials
3 (7) Library staff cannot provide needed information
5 (8) The location of the staff library is not convenient
- (9) The hours of operation of the staff library are not convenient
8 (10) Another library is more convenient to use
24 (11) Other (Explain) No library; use own materials; need special materials, etc.

5. Do you need materials, information, or referrals to prepare patients for return to the community?

56 (1) Yes
44 (2) No

6. Does the staff library provide such materials and a referral service?

25 (1) Yes
15 (2) No
40 (3) Don't know
20 (4) No staff library available

7. Are such materials available in the patient's library?

10 (1) Yes
47 (2) No
43 (3) Don't know

8. Do you have any other source of such materials, information, or referral service?

44 (1) Yes
34 (2) No
22 (3) I don't use such materials, information, or referral

9. (IF YES) What is your source?

Subscribe; academic libraries; DHMH library; film companies; etc.

IF YOU USE THE STAFF LIBRARY IN THE INSTITUTION ANSWER QUESTIONS 10-15

IF YOU DO NOT USE THE STAFF LIBRARY, SKIP TO QUESTION 16

10. What proportion of the library materials, information, and library services you require for your job are you able to find in your staff library?

20 (1) All or nearly all
25 (2) Half or more
65 (3) Some
20 (4) Almost none
- (5) Other (Explain)

11. About how often do you use the staff library?

40 (1) At least once a week
20 (2) At least once a month
50 (3) Occasionally
15 (4) Seldom
- (5) Other (Explain)

12. For what types of materials do you use the staff library? (Check all that apply)

62 (1) Current periodicals
85 (2) Reference materials
65 (3) Books
19 (4) Other (Specify) Films, filmstrips, tapes

13a. Do you ever request a literature search in some specific subject area?

58 (1) Yes
42 (2) No

13b. (IF YES) Have the searches been satisfactory?

92 (1) Yes
8 (2) No

14a. Do you ever request materials (not available in the library) through inter-library loan?

46 (1) Yes
54 (2) No

14b. (IF YES) Have you usually received the requested material promptly?

91 (1) Yes
9 (2) No

15a. In general, would you say that the staff library satisfactorily meets your job related library needs?

44 (1) Yes
56 (2) No

15b. (IF NO) Why not? Not sufficient material; no librarian; library disorganized; lack of time.

16. How do you use the patients/school library in connection with your job?

72 (1) Don't use the patients/school library in connection with my job
30 (2) Encourage patients to go to library and/or to use library materials and attend library programs
- (3) Take patients to the library or to library programs
30 (4) Help patients use library materials
20 (5) Suggest particular library materials for patient use
10 (6) Assign library use or programs as part of individual treatment program
60 (7) Other (Explain) Recreation; didn't know about library; none available; don't need.

17a. Do you feel that the patients library could be a useful adjunct to your work with patients?

42 (1) Yes
58 (2) No

17b. (IF YES) How do you think the patient/school library could support your work with patients?

As a resource; provide up-to-date materials; reinforce classroom activities; provide programs.

18. How would you evaluate the patient/school library in terms of meeting patient needs?

a. 64 (1) I am not familiar with the patient/school library
b. Collection is 50 (1) Adequate and current
38 (2) Inadequate or not current
c. Staff services are 63 (1) Satisfactory
25 (2) Non-existent or inadequate
d. Library programs are 44 (1) Helpful and adequate
6 (2) Helpful but not adequate
25 (3) Non-existent or inadequate
e. Library hours are 69 (1) Adequate
19 (2) Inadequate

19. What materials and/or services for patients would you like to see provided by the patient/school library which are not now provided.

Physical fitness films; reading materials at client level; more AV and programs.

20a. Do you use the patients library for personal information and library needs?

16 (1) Yes
84 (2) No (SKIP TO QUESTION 24)

20b. (IF YES) Does this use supplement or replace use of the public library in your community?

100 (1) Supplements public library service
- (2) Replaces public library service

21. How frequently do you use the patients library?

14 (1) At least once a week
- (2) At least once a month
86 (3) Occasionally

22. Which services of the patients library do you use?

29 (1) Borrow paperback books
29 (2) Borrow hardcover books
14 (3) Borrow or read magazines
57 (4) Use reference materials
57 (5) Borrow or use films, filmstrips, slides
43 (6) Borrow or listen to records
14 (7) Attend library program
- (8) Other (Explain)

23a. Do you consider that the patients library adequately meets your personal library and information needs?

33 (1) Yes
67 (2) No

23b. (IF NO) Why not? Lacks research materials; materials are incomplete.

24. Do you use the bookmobile services provided at the institution by the county public library system?

____ (1) Yes
____ (2) No
✓ (3) No bookmobile services provided at this institution

25. Do you use this service for personal or job related needs?

____ (1) Personal needs
____ (2) Job related needs
____ (3) Both personal and job related needs

26. Does use of the bookmobile supplement or replace use of the public library in your community?

____ (1) Supplements public library service
____ (2) Replaces public library service

27. Which bookmobile services do you use?

____ (1) Don't use bookmobile services
____ (2) Borrow paperback books
____ (3) Borrow hardcover books
____ (4) Borrow magazines
____ (5) Borrow records
____ (6) Request materials not found on the bookmobile
____ (7) Other (Explain)____________________

28. Does the bookmobile service adequately meet your personal and/or job related library and information needs?

____ (1) Yes
____ (2) No
____ (3) Don't use bookmobile

PERSONAL INFORMATION

29. Your sex. 38 (1) Male 62 (2) Female

30. Your age.
- (1) Under 25
83 (2) 25-44
17 (3) 45-64
- (4) 65 or over

31. Years of school completed.

5 (1) Less than 12
12 (2) High school graduate
14 (3) 13-15
26 (4) College graduate
43 (5) Advanced degree

32. Thank you for answering these questions. Do you have any comments or suggestions that you would like to make concerning improvements to the library services provided in your institution?

____

____

____

Great Oaks Center

- Library services could be posted so professionals would know what is available.
- Build a survival/communication library.
- Should include more journals in field and more books.
- Could use current publications on institutional diseases, diseases of aging in retarded institutions, etc.

Henryton Center

- It would be helpful if Center had staff library.
- Would greatly like to see a staff library.
- Why doesn't Henryton have a staff or patient library?
- Not enough research materials for various activity areas.
- Library has no facilities which would help Art Department.

Holly Center

- Library important to staff-resident relations and for in-service program follow-up.
- Properly supplied and current library would be extremely helpful.
- Would like to see library of current materials with loan procedures in secured room.
- Requested materials from Weekly Index not supplied.
- Would like appropriate bookmobile services. Library should have journals and magazines.

Rosewood Center

- More journals, retenion space, binding, tape recorders.
- Use staff library for school not job-related purpose.
- More dental journals.
- Want section in library on AV materials.
- Give employees opportunity to take advantage of facility.